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ABSTRACT

The Academic Leadership Journal is a reviewed publication dedicated to disseminating both research-based and practical information, distributed three times a year. Its mission is to assist community and technical college department/division chairs, deans, and other organizational leaders to achieve academic excellence. The three issues in volume four are dated October 1996, and February and June 1997. Each issue is divided into Features; Tips and Tools; and Departments, including the Executive Director's Notebook, Stories, Metaphors & Anecdotes, and Membership. Number One focuses on the professional development of part-time faculty, and offers tips on cultivating student-centered faculty and developing departmental web sites. Number Two discusses innovation and educational reform, with a focus on leadership; enhancing faculty vitality; and the application of chaos theory to educational organizations; and offers tips on understanding and facilitating change. Number Three examines the risks and rewards of college intra- and entrepreneurship, looks at the skills necessary for a changing economy, discusses raising funds while reducing costs; and provides tips on developing skills for the new economy and how to increase costs and increase funds. (NB)

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Academic Leadership
Journal of the Chair Academy

Volume 4, 1996-1997

The Chair Academy

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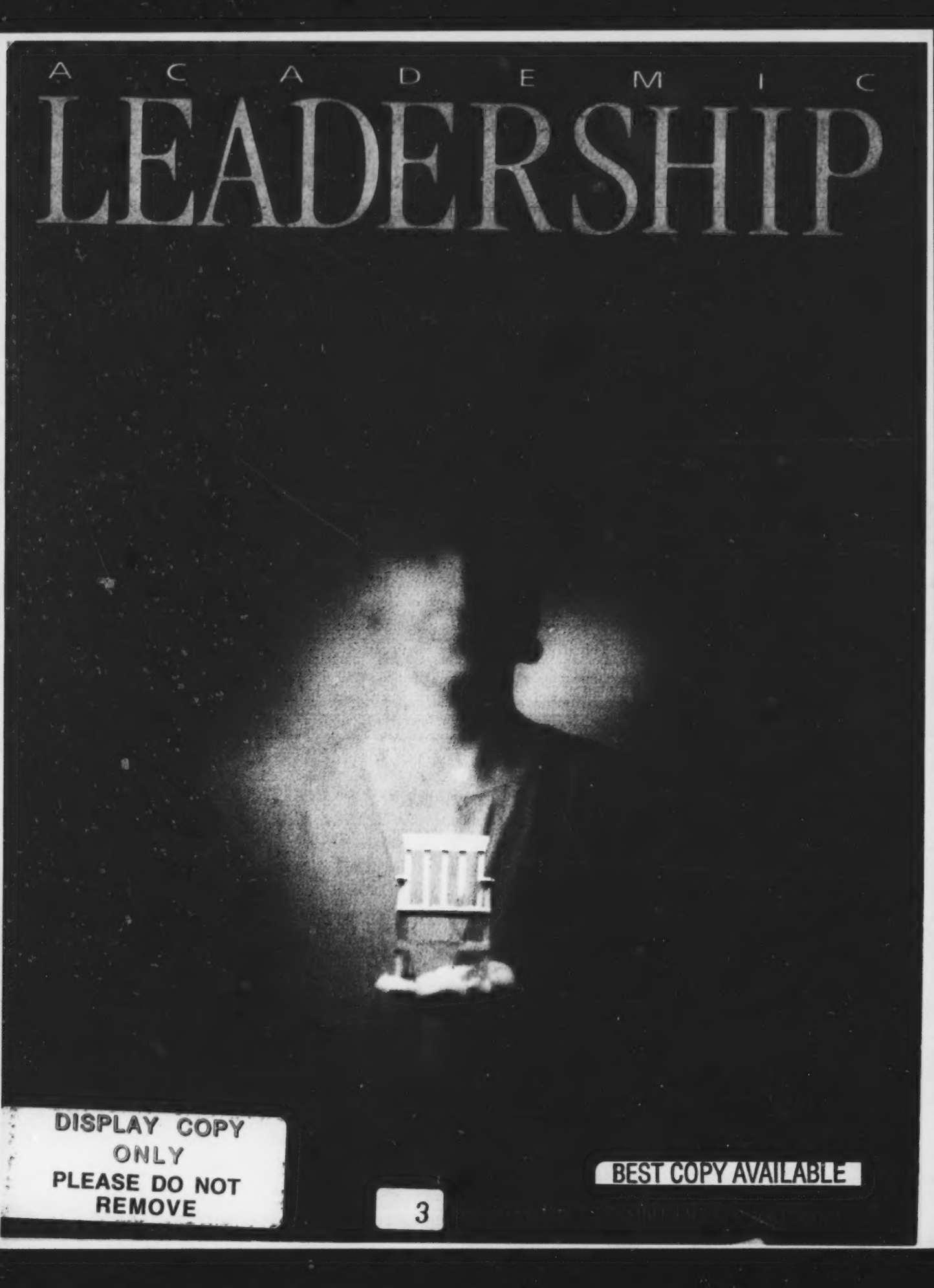

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VOL. 4, NO. 1 OCTOBER 1996

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MISSION STATEMENT

Academic Leadership is a reviewed publication dedicated to disseminating both research-based and practical information, distributed three times a year. Its mission is to assist community & technical college department/division chairs, deans, and other organizational leaders to achieve academic excellence.

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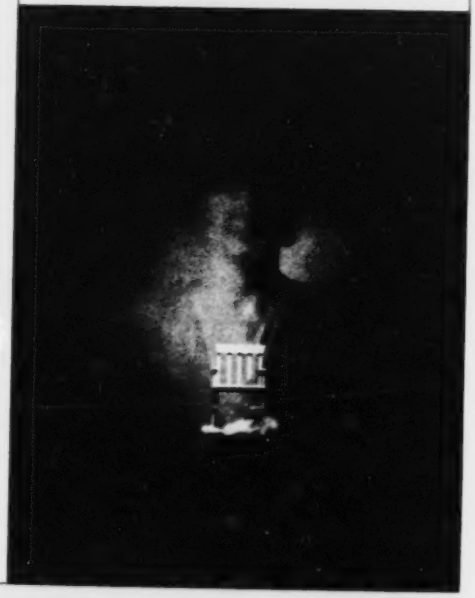

Welcome to the first of three issues for the 1996-97 *Academic Leadership* Journal. As with all of our previous issues, I am certain that you will find the information in our feature articles and the "Tips and Tools" section of the journal to be engaging and meaningful to you as academic and administrative leaders. The theme for this issue is "Part-Time Faculty: Contributions of Excellence in Community Colleges".

In our lead article, the authors John E. Roueche, Suanne D. Roueche, and Mark D. Milliron, based on findings from best practices of colleges across the country, provide insights for utilizing part-time instructors and integrating them into the college community. They outline processes and procedures for recruitment, orientation, professional development, and evaluation to integrate part-timers into the organizational culture. The authors assert that "by using intake to build the foundation, orientation to frame ideas and practices, development to fill in the frame, evaluation to inspect the structure, and integration to draw the part-timer into the surrounding community, academic leaders can create a place for part-timers on their campuses."

In our next article, Linda Luehrs Wolfe and Jeanne Foskett offer "Morale Boosting Suggestions for Part-Time Faculty," suggesting a number of no-cost and low-cost ideas. Next, Joseph Gadberry, in his article, "Creating a New Identity: The Adjunct Instructor Facilitator," describes one way a midwestern college has coped with the increasing demands on a department chair's time — by instituting an adjunct instructor facilitator position.

In our fourth article, by Andrew Halford and Barbara Veazey, "Creating the Partnership between Part-Time Faculty and the Community College," the authors offer recommendations on ways to integrate part-time faculty into the community college. They emphasize a shift in attitude away from treating adjuncts as "strangers" and towards "an aggressive involvement in the academic life of the college." And finally, Debbie L. Sydow and Arnold R. Oliver in their article, "Professional Development for the Other Half," outline the scope of the professional development activities in the Virginia Community College System and also emphasize standards and practices that "college administrators, particularly chairs and deans, should follow in hiring, supervising, evaluating, and supporting the professional development of part-time faculty."

Once again, the "Tips and Tools" authors provide invaluable information and practical advice, this time on effectively working with and integrating part-time faculty into our departments and colleges. The Chair Academy hopes that after reading this journal thoroughly you will take an active role in making our "invisible faculty" more visible to our students and the college community at large. Through this kind of thoughtful effort and inclusiveness, part-time faculty can continue to contribute to higher levels of excellence.

Gary L. Filan

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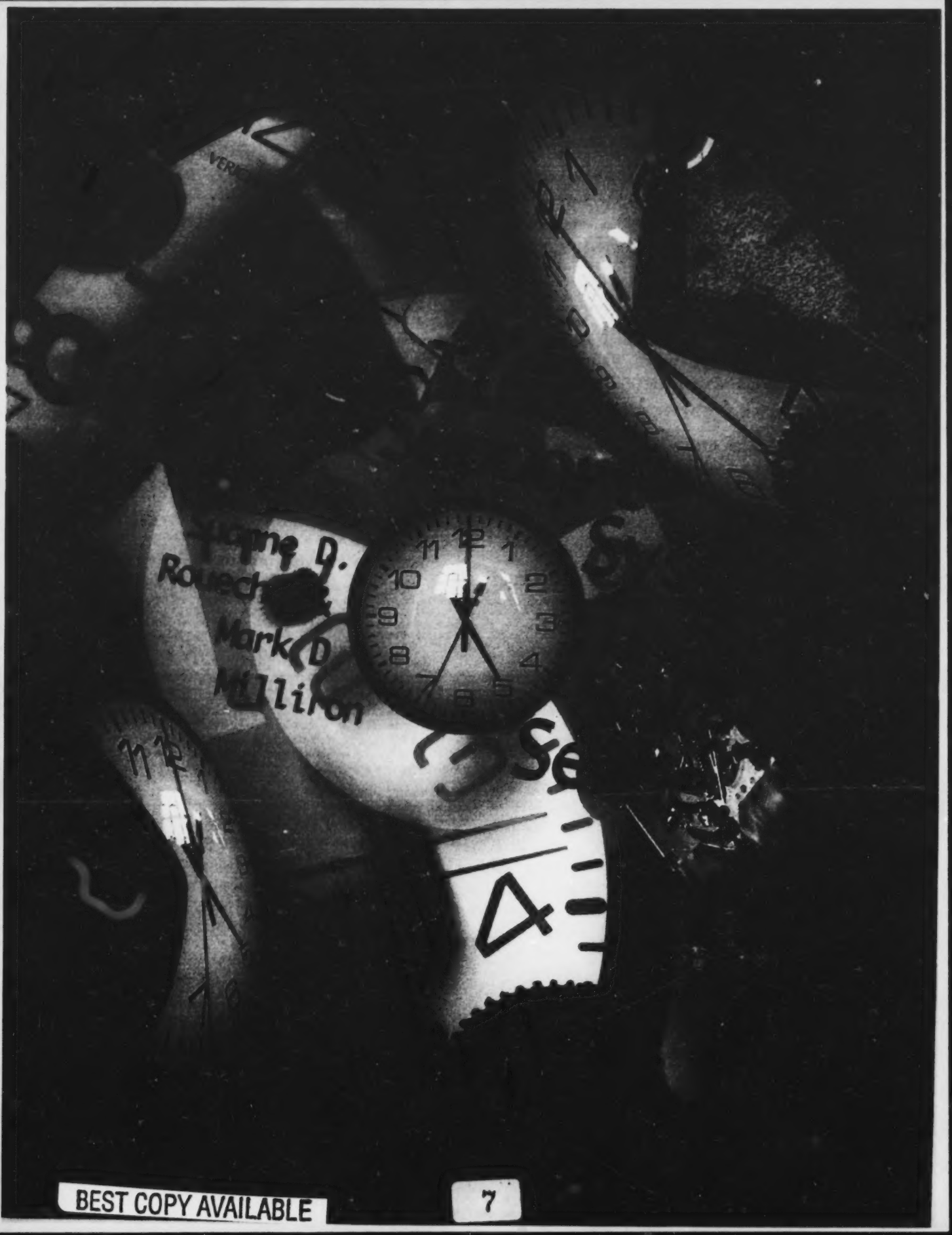

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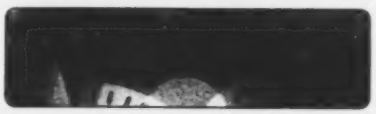
Since the publication of *Strangers in Their Own Land: Part-Time Faculty in American Community Colleges*, we have had the opportunity to speak and work with numerous groups from colleges across the country about the challenges and opportunities surrounding the utilization and integration of part-time faculty. Almost all of the administrators and faculty with whom we have shared ideas and exchanged models have echoed the trends documented in *Strangers* and in other research on this vital instructional cadre: (1) expanding utilization (American Association of Community Colleges, 1995); (2) heavy use in developmental, entry level, and/or evening courses (Astin, 1985; Gappa & Leslie, 1993); (3) organizational cultural rifts between full- and part-time faculty (Gappa & Leslie, 1993; Smith, 1990); (4) lack of supervisory training for front-line administrators (Parsons, 1993; Richardson, 1992); and (5) haphazard and uncoordinated efforts to select, orient, develop, and evaluate part-timers (Erwin & Andrews, 1993; Gappa & Leslie, 1993). Correspondingly, faculty and administrators alike have shared with us their part-time faculty successes, including forming stronger internal and external community ties and developing active cohorts of instructors who are daily adding value to the students they serve. We have been encouraged by the sincere efforts of these diverse academic leaders to improve services for part-time faculty and, by extension, for community college students.

What we offer here is another tool for academic leaders to use in their continuing attempts to develop quality learning environments. By integrating the findings of our research on the best practices of colleges from across the country, we will outline a system that administrators and their teams can use as a framework for discussions and planning aimed at improving the quality of utilization of part-time faculty.

Before we begin, however, we must share an important caveat about what leaders who approach part-time faculty issues are about to undertake. As stated in past research (Roueche, Roueche, & Milliron, 1995; 1996a; 1996b), we are not advocates of unbridled part-time faculty expansion—particularly at the expense of full-time faculty. What we support is the notion that part-timers have been and will likely continue to be an important part of how community colleges do business; this being so, colleges should systematically and thoughtfully analyze their processes of part-time faculty utilization and integration. Moreover, colleges should then "gather data about their current part-time faculty use, question the roles they are asking part-timers to play, and explore whether or not the additional students brought to the college through part-time instruction can effectively be served within the college's existing infrastructure" (Roueche, Roueche, & Milliron, 1996a).

Still, the best intentions notwithstanding, there will be those who may use any attention paid to part-timers as evidence of lack of concern for quality or some plan to wipe out full-time faculty altogether. Sadly, these individuals are simply continuing the angry rhetoric we specifically sought to move beyond with *Strangers*. So while we acknowledge that addressing the valid concerns of part-time faculty will require grappling with complex issues—issues that are rife with controversy and contention—we also observe that these efforts are pregnant with opportunity. If openly and effectively addressed, faculty—all faculty—will have the ability to develop more inclusive, respectful, and dynamic academic communities; part-timers will have access to vital information and training that will increase their skills; and, most importantly, our students will be served in a more positive, quality-centered learning environment.

We encourage leaders to listen closely to the concerns of all their team members, while respecting the rights of individual members of the academic community to hold diverse views. We further recommend a steadfast commitment to creating an integrated, caring, and inclusive system for part-timers. Our research suggests that dedicated leadership will be one of the most important factors—*if not the most important*—in putting such a system in place. This leadership will be the ground upon which a part-time faculty support system that makes sense can be built.



One troubling finding of our research over the last three years is that few colleges are *systemically* addressing part-time faculty utilization. Typically, model part-time faculty programs deal with one or two key processes which are usually "the children of champions"—motivated administrators or leadership teams or faculty committees. They offer impressive orientation programs or well-designed staff development offerings; however, their effects are diminished seriously when they are not supported by the other processes and cultural dynamics of a college.

We recommend a systemic and inclusive approach to part-time faculty utilization. To this end, in the following sections we draw from our research exploring community college part-time faculty programs nationwide to sketch a framework for a part-time faculty support system that pulls together the best practices from multiple sources into an integrated whole. We are well aware of the dangers of proposing a "one size fits all" system; with that in mind, we encourage readers to use these proposals not as a prescription, but as a springboard to a system that makes sense for their institution, division, or department.

The first step in any system of part-time faculty supervision must include a focus

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on the intake of part-timers. Choosing the right faculty to work with students will dictate, in large part, the success of any community college (Astin, 1985; Roueche & Roueche, 1993). Nonetheless, the hiring and general intake of part-timers is most often based on meeting minimum credentials, and the rest is a haphazard conglomeration of departmental policy and practice. Clearly, faculty minimum credentialing criteria do not predict instructional success, but coupled with evaluating concern for students, interpersonal and instructional skills, commitment to the community college mission, and personal satisfaction in employment, they might.

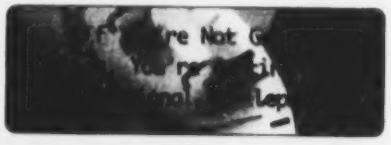
Our research suggests that, to be successful in the intake process, colleges should thoughtfully consider the purpose behind the recruiting and hiring of part-timers. They should make certain that hiring these instructors is in congruence with the college mission and strategic direction. Furthermore, they should bear in mind that not all instructors will be personally satisfied in working as part-timers. Hopeful full-timers may become disillusioned by unrealized promises of full-time status and, in turn, negatively impact college activities and even classroom instruction. So, focusing recruiting efforts on those individuals who want to teach part-time and who can further add value to the organization through community contacts and/or professional associations (e.g., a local lawyer who wants to teach criminal justice part-time) is strongly recommended. This recommendation necessarily includes moving well beyond unsolicited application-based recruiting to actively searching out community members who would serve well in the college as instructors. This strategy is particularly useful in smaller, rural colleges where finding part-timers is more difficult.

Next, colleges should create a database of prescreened part-timers for use by department chairs. To begin the building of this database, a team of at least two and as many as six full- and part-time faculty should be trained to help conduct screening interviews of part-timers. During the interviews, applicants should be required to conduct a 10-15 minute teaching demonstration. Then, the team should rate the potential instructors as highly competitive, competitive, and not competitive, and then attempt to hire exclusively from the highly competitive category. This set of strategies is particularly useful because current faculty become invested in the success of the part-timers they choose and will more likely be willing to help these newcomers integrate into the academic community. Moreover, the part-timer is able to meet faculty other than the chair of the department and will have the cultural value of instruction communicated at first contact. This foundation will be an important part of creating a place for new part-timers at the college.

New community college part-time faculty are often shocked by the diversity of the students, the times of the classes, and the amount of support afforded to students by community colleges. Exacerbating this situation are the graduate schools from which they came, schools that are rarely ideal preparatory institutions for those who will face the challenges of community college instruction. Knowing this to be true, it is incumbent upon us to orient new faculty to this unique educational environment. Orientation should be mandatory, cordially required, or professionally expected—whichever phrase best communicates that orientation is important for all new employees. This orientation should include far more than parking permits and employment contracts; it should focus on such things as the community college mission, student diversity, institutional priorities, student services, and instructional practices.

The "how" of the delivery of this orientation is flexible. However, there should be significant time for the socializing influence of personal interaction to help create connections with current faculty and other new part-timers to allow a professional network to grow. While well-designed faculty handbooks are another essential component of an effective orientation, their influence will pale in comparison to personal connections created during an all-faculty dinner or discipline dialogue. Jane will call Joe long before she digs into page 82 of the Faculty Manual for the answer to a procedural question. Finally, every effort should be made to extend this orientation period over the course of the first term and beyond by creating mentor and/or consultant relationships between current and new faculty. Research clearly shows that one-shot workshops rarely have the impact of more sustained methods of orientation.

In summary, under no circumstances should a new faculty member enter a classroom as a representative of the college without a significant understanding of and identification with the organization's policies, procedures, mission, values, and goals.



Many colleges disagree with the idea of investing time and effort in developing part-time faculty. However, given that these instructors may be employed from one academic term to 20 years, and that they represent the largest cohort of faculty in most colleges, this perspective seems shortsighted. In an integrated support system, part-time faculty cohorts build on their intake and orientation experiences by participating in development experiences. Part-timers can be invited to all full-time faculty/staff development activities and further participate in specialized training experiences for part-time instructors. Mentor programs are particularly useful in bridging the divide between orientation and professional development for a new

part-timer as the new instructor is guided through both the procedural and cultural terrain of the organization while simultaneously gaining instructional insights from a seasoned professional. In addition, part-time faculty centers which are college-wide hubs for part-time faculty support offer a convenient venue for development opportunities and for providing equal quality support to part-timers. Whatever the methods chosen, a college would be wise to further integrate workshop offerings, mentor programs, and support centers with instructional material emphasized and presented in the orientation program.

An important part of the professional development process should be a continued focus on involving a broad cross-section of continuing faculty (both full- and part-time) and creating more and richer communication connections. Having full- and part-timers plan and participate together in staff development will be useful in forming stronger bonds of support for the newcomer and in better integrating current faculty. The positive organizational outcomes associated with these continuing socialization experiences, and the improvement in skill sets of the faculty, are well worth the investment of participation stipends and workshop costs. Furthermore, tying staff development experiences to rank advancement for part-time faculty will insure that development dollars are well-targeted and that greater opportunities for organizational cultural integration are created.

Because of sheer numbers and lack of support, many colleges either will not evaluate part-time faculty or will use student evaluations alone as their measures of part-time faculty effectiveness. There is little doubt that measuring the effectiveness of part-time faculty for many large departments is a daunting task; however, assessing the quality of instruction measures the effectiveness of the hiring and grounding during intake, the preparing and connecting during orientation, and the training and upgrading during professional development. The evaluation experience is that venue during which these diverse processes can be brought together for the new faculty member. The constant themes and guiding philosophies of the proceeding processes can be reinforced and further imbedded by communicating their importance during assessment. As Trice and Beyer (1993) note, organizational members react to and adjust to those things to which leaders pay attention.

Student evaluations should be conducted for all part-time faculty classes. A shorter form (e.g., five questions and space for comments) could be used after a first year of long-form evaluations to allow for ongoing feedback without overburdening students. In addition, a trained supervisor or designated current faculty member (full- or part-time) should conduct an in-class observation during the first term and once again in each subsequent year (barring any reported instructional difficulties). Developmentally focused follow-up conferences that review data from the classroom visit and from student evaluations should be held as soon as possible after the in-class observation. Besides helping with the logistics of assessing high numbers of part-timers, involving others in the in-class observation will create more communication connections between faculty and further imbed the cultural value of high-quality instruction. Finally, this evaluation system should be linked to the overall rank advancement scheme to create further incentives for positive assessments.

All of the preceding processes can be sewn together using the thread of organizational cultural integration. By bringing an academic community together and deciding upon those values and ideologies to emphasize to part-timers, an academic leader can set the stage for a smooth integration of new members.

Specific strategies that have emerged from our research and that appear to improve the integration of part-time faculty are summarized here using the following four concepts: (1) socialization, (2) communication, (3) participation, and (4) organizational culture. First, consider socialization as an on-going process that includes events that move well beyond orientation and well beyond the first, second, or third term of employment. Taking this work-span approach to socialization affords the academic leader the ability to provide positive turning

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points (e.g., upbeat orientation, useful and personal organizational connections, jumping formal hurdles) during a continuing socialization experience. Second, whenever possible, help part-timers create formal and informal communicative connections by providing the venues for such interactions (e.g., all-faculty dinners, workshops, covered dish suppers, or support centers). Third, not only allow but encourage part-timers to participate in graduation exercises, planning workshops, college committees, and teaching excellence award honors. Fourth, work diligently as an academic leader to imbed the organizational cultural value of part-timers. Without this support, it is likely that all other efforts will unravel.

Conclusion

The figure we use to represent this proposed framework has concentric rings of support to represent the development and integration of a support system for part-time faculty. Each new ring includes and transcends the interior rings and further draws the part-timer into a state of belonging with the institution. By using intake to build the foundation, orientation to frame ideas and practices, development to fill in the frame, evaluation to inspect the structure, and integration to draw the part-timer into the surrounding community, academic leaders can create a place for part-timers on their campuses. While the specifics of each ring or process will be different at each college, the systemic structure should remain the same to serve well the part-timers who enter.

Developing the part-time faculty support system we describe here will not be a simple task. The interested and dedicated academic leader will have to include a broad cross-section of the college community and constantly reinforce the value of such a system, and of part-timers in general, throughout the initiative. And, while developing and supporting all instructors who serve students is a defining characteristic of the quality academic leader, providing a well-designed and integrated support system for part-time instructors is an organizational and instructional imperative for the twenty-first century.

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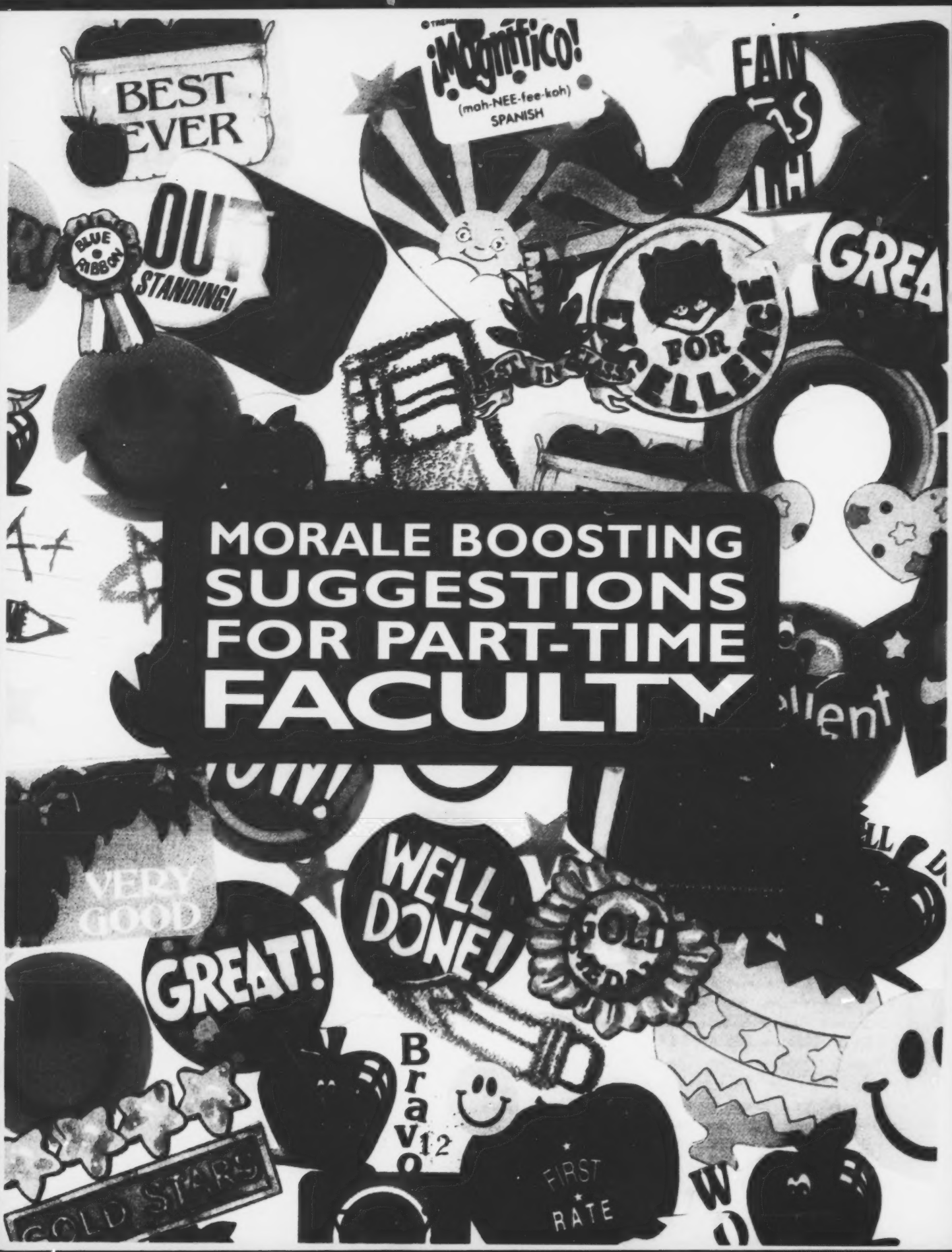
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FIRST RATE

Part-time faculty are valuable assets to community and technical colleges. They provide expertise in the classroom, they offer expert input on college committees, they serve as strong links to the community. Frequently, however, part-time faculty feel overlooked, overworked, and even exploited. In order to address these feelings of exclusion, El Paso Community College has developed several easy, low-cost morale-boosters to enhance the role of part-time faculty. Perhaps you can use some of the following ideas to heighten morale and better utilize the valuable resources offered by part-time faculty.

One of the most innovative steps initiated, and ultimately accepted college-wide, is a Part-time Faculty Absence Exchange. This procedure allows part-timers, who have no leave time and ...have to be penalized when they ...ses, to select *qualified* substitutes ...n fill in for them when they have to ... class. Each division maintains a list ...stitutes, and a copy of that list is ...o each part-timer. The part-timer is ...ible for making all arrangements ... substitute, but then must also report it to the division chair. Therefore, part-timers' pay is not deducted, thus providing them with an alternative when they are sick or have other excusable reasons for missing class. In order to guard against misuse, the number of times an instructor can use this process in an academic year is limited. This system has cost the college nothing and has improved part-time faculty morale.

Another action that has been eagerly received by part-timers is their inclusion in the college telephone system. The college was able to offer a number of lines to each division for use by part-timers. This gives part-timers access to an important communication system within the college and permits them to retrieve messages from any telephone. Now they can easily receive messages from students and all areas of the college as well.

Communication and participation are also heightened through inclusion of part-time faculty in decision-making bodies. Division chairs at El Paso Community College have agreed to invite part-timers to participate in all division/department activities, including textbook selection, division meetings, and division committees. Doing so tells part-timers that their expertise and professionalism are recognized and valued. In addition, every effort is made to see that part-timers are represented on all college-wide standing committees except the tenure committee. Part-time faculty input has proven valuable and they feel invested in the activities of the college.

For the same reasons, part-timers also participate in the faculty evaluation of division chairs. This evaluation, which was designed by the El Paso Community College division chairs, is done annually to provide an opportunity for all faculty to give input. Including part-timers is another indication to them that their opinions are important.

In the area of faculty development, it is essential to include part-time faculty. For example, new part-time faculty should be included in the orientation and mentoring activities for new faculty. Faculty development activities need to include workshops that address part-time faculty concerns, and part-time faculty ought to be invited to present workshops, not merely attend. Scheduling of faculty development activities ought to take into consideration the availability of part-timers. In addition, the faculty handbook could have a section devoted to part-time faculty only. There could also be a section devoted to part-time issues in the faculty or college newsletter. A conference dedicated to part-time faculty issues and concerns may also be a natural outgrowth of involving part-timers and would offer them a forum to discuss their concerns.

Additional suggestions that are simple to implement and lead to good results include the utilization of instructor preference sheets for staffing part-time assignments and the development of part-time faculty awards, as well as on-going recognition of individual and collective contributions made by part-timers to the community college. Better support services during evening and weekend hours, which can be addressed through extended hours or an evening coordinator, will improve part-time access to these services.

These few, easy-to-accomplish ideas will help your part-time faculty realize that their work, their ideas, and their expertise are appreciated by your college. Inclusion and support of part-time faculty are essential and should be part of an ongoing process that can greatly contribute to the morale and performance of part-timers.

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The Adjunct Faculty Instructor Facilitator

Joseph L. Gadberry

The need for hiring and using adjunct instructors in postsecondary education continues to grow. According to Zimbler (1994), in the fall semester of 1992, accredited, nonproprietary institutions that grant a two-year associate of arts degree or higher employed 885,796 faculty and instructional staff; part-time faculty accounted for 32.9% of these positions. Two-year institutions employed 253,711 faculty and instructional staff, of whom 53.4% were part-time. The discipline identified as using the largest number of adjuncts was the natural sciences. According to McGuire (1993), some urban community colleges rely even more extensively on adjunct instructors, with a teaching faculty made up of 70-80% adjuncts.

It is a challenge for community colleges to manage the increasing numbers of adjunct faculty at their institutions. This article describes the action that Johnson County Community College has taken to address the concerns of adjunct faculty by creating the position of Instructor Facilitator for Adjunct Faculty.

At Johnson County Community College (JCCC), approximately 38–40% of the total student credit hours (255,894) in the fall semester of 1995 were taught by adjunct instructors. In the Science Department, 44.6% of the total number of student credit hours (10,048) in the fall semester of 1995 were taught by adjuncts. The number of adjunct instructors in the sciences at JCCC varies from semester to semester and is dependent on the number of sections offered, reassigned time given to full-time instructors, full-time instructors on sabbatical leaves, downsizing based on the area's economy, and long-term illness.

Instructor Facilitator for Adjunct Faculty

Full-time instructors who serve in the management of adjunct faculty, known as Instructor Facilitators for Adjuncts (Burnstad & Gadberry, 1996; Gadberry & DiCostanzo, 1995), receive one hour of reassigned time for every eight adjunct instructors assigned to them. Each facilitator supports the Academic Director (department chair) of the department and assists in the integration of the adjunct instructors into the program discipline and the college community. The Science Instructor Facilitator for Adjuncts provides:

- Initial screening of adjunct applications;
- Coordination of orientation and in-service activities for the science adjuncts;
- Assistance to the Academic Director (AD) in staffing classes with adjunct instructors;
- Assistance with adjunct classroom observations and follow-up meetings;
- An opportunity for increasing personal communication and disseminating information;
- Assistance with routine facilitation of adjunct responsibilities; and
- Assistance with preparation of reports as they relate to adjunct faculty.

Screening and Hiring Process for Adjunct Instructors

When adjuncts are hired to teach science at Johnson County Community College, they must meet the same professional training requirements as full-time instructors in their specific discipline: a Master's Degree in the discipline they teach, computer literacy, good communication skills, teaching experience (three years for full-time instructors and one year for adjunct instructors), and a demonstrated understanding of and commitment to the teaching/learning mission of a comprehensive community college.

The Science Facilitator helps the AD for the Sciences screen the applications for adjunct teaching and is involved in the interview process for each applicant. In addition to the Science Facilitator and the AD for the sciences, at least one full-time instructor from the discipline for which the applicant is being interviewed is present. All applicants are asked the same questions during the interview, and references are checked for all adjuncts who are to be hired. Each applicant who is interviewed is asked to prepare a 10 minute mini-lecture on a topic that might be covered in a typical classroom lecture (e.g., for Principles of Biology, a comparison of the processes of photosynthesis and respiration; for General Chemistry I or Principles of Chemistry, an explanation of the mole concept). The mini-lecture gives members of the interview team an opportunity to see the teaching style and method of delivery used by each applicant interviewed.

Adjunct Orientation

Prior to the beginning of classes each semester, the Director of Staff Development at Johnson County Community College provides a dinner and orientation for all new adjuncts. During the orientation, each adjunct receives a packet of information about the college and is greeted by the Deans for Instruction and Student Services. The Science Facilitator at JCCC also meets with the new adjuncts to review college polices and procedures. At the same time, the returning science adjuncts attend a potluck dinner, giving them an opportunity to interact with other adjuncts in the science department.

Following the dinners, all science adjuncts meet with the Science Facilitator and the AD to discuss classroom issues and concerns and to receive the Faculty Handbook, the academic calendar, and other pertinent information. Then the adjuncts meet with the Lead Instructor for their specific discipline to review the course syllabus and outline and to discuss course-related issues. Each new science instructor with a laboratory course is also required to attend a Safety and Chemical Hygiene Training workshop prior to the beginning of the new semester. A modified version of the orientation is held at the departmental level for new adjuncts who teach summer school. Adjunct instructors have provided positive feedback on these adjunct faculty meetings.

Staffing of Classes

In the science department, adjunct faculty who are to be rehired have an opportunity to request the courses and the times they prefer to teach, up to 10 hours per semester. The Facilitator and the AD work with the adjuncts to arrange class schedules which are most suitable for the adjunct instructors and at the same time maintain a quality teaching program.

Classroom Observations, Assessment, and Follow-up Meetings

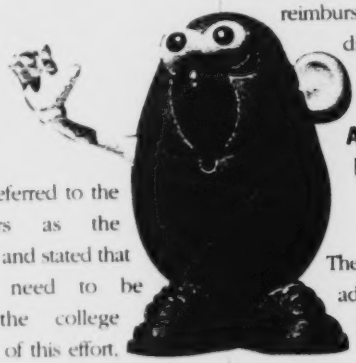
The Science Facilitator observes each new adjunct instructor in the classroom during the first semester of teaching and alternate semesters for subsequent years. Parameters for observation include:

- both the accuracy and the currency of subject information;
- the quality of the presentation of material;
- evidence of student comprehension;
- evidence of student/teacher interaction; and
- general classroom atmosphere.

The Science Facilitator and the AD meet with the adjunct instructor following the classroom visit to review the observation. Recommendations and suggestions are made, when appropriate, to help the instructor make classroom presentations more effective. Faculty mentors are used if an instructor needs additional support in developing a classroom environment which enhances student learning. When a major problem is observed, follow-up classroom visits are made by the Science Facilitator and the AD.

Another assessment tool to be implemented with the science adjunct faculty in the 1996-97 academic year is the opportunity to videotape classroom presentations. Review of the tape by the adjunct and the Facilitator is designed to stimulate changes that enhance the adjunct faculty member's classroom presentation. A professional development program at Frederick Community College in Maryland (Davis, Helfrich-& Beal, 1996) already has this practice in place.

Integration of Adjuncts into the College Community



McGuire (1993) referred to the adjunct instructors as the "neglected majority" and stated that these instructors need to be integrated into the college community. As part of this effort, all adjunct science instructors are invited to participate in the college in-service activities and attend the Science Department faculty meetings and social events. They receive the monthly department calendar which lists the birthdays of all faculty and staff members, deadlines to be met, and other campus activities. Adjunct faculty are encouraged to participate in textbook selection and curriculum development and to serve on other departmental committees.

The Facilitator for the Sciences maintains a line of communication between the adjunct faculty and the AD. The Facilitator disseminates information to the adjuncts regarding staff development and other training opportunities. All campus adjunct faculty receive the Adjunct Faculty Directory, which lists the voice mail boxes for all adjuncts on campus. All faculty have the opportunity to attend Staff Development-sponsored courses (including computer and Internet training and the use of multimedia in the curriculum), video conferences, and Center for Teaching and Learning activities. Adjuncts are invited to attend the Master Teachers Workshop sponsored by the college, and they can also participate in the Teaching in the Community College course and receive graduate credit through the University of Kansas. Other training opportunities include the CTL Saturday Conference and Let's Talk Teaching sessions. Adjunct faculty receive reimbursement for in-district travel expenses relating to professional development activities, including mileage, registration fees, and meals; reimbursement for travel out of the district is approved on an individual basis.

Assistance with Routine Facilitation of Adjunct Responsibilities

The Facilitator assigns each science adjunct an office. Adjuncts also have individual mail boxes and voice mail, and have access to computers, the Internet, and electronic mail (when requested). Other responsibilities of the Facilitator include providing the adjunct instructors with textbooks and office supplies. In the Science Department, the Facilitator works with the adjunct instructors to adhere to the syllabus and course outline, and answers questions related to college and departmental policies and procedures. The Science Facilitator nurtures the adjunct instructors and serves as an advocate for them.

The Facilitator assists in finding substitute teachers, usually adjuncts, for both full-time and adjunct instructors' classes. Each adjunct instructor is allowed one paid clock hour absence per clock

hour taught, not to exceed one week's contact hours per semester. Should absences in any semester exceed the number allowed, the adjunct's pay is reduced by the amount used to pay for substitutes. Adjunct instructors receive a $20 per hour honorarium for all meetings, including committee meetings, that require their attendance.

Assistance with Preparation of Reports

Classroom observation reports are prepared by the Facilitator prior to the follow-up visit with the adjunct faculty member. Copies are prepared for the adjunct instructor and the AD. The Facilitator also provides input in the preparation of the Science Department's annual master plan and other college reports as they relate to issues and concerns of the adjunct instructors.

The Facilitator position provides several advantages for the Science Department, including maintaining continuity in course content and curriculum taught by both the adjuncts and full-time instructors, and conducting classroom observations to improve teaching skills, resulting in improved instruction for students. The Facilitator provides the adjunct faculty with individual support and a personal link to the AD and the upper administration. The Facilitator provides the AD with feedback regarding adjunct concerns and issues, allowing the AD to respond appropriately to their concerns. The AD is thus able to pursue the many other leadership responsibilities associated with the position, including strategic planning (budget and master plan), class scheduling, curriculum development and articulation, full-time faculty and staff development, conflict management, faculty and staff evaluations, and personal professional development. Also, the Facilitator position provides the Facilitators with the opportunity to learn management skills and to provide input into the educational program and service to the department.

From the experience of the Science Department at Johnson County Community College, another important attribute of the Facilitator is to maintain a sensitivity to the needs of the adjuncts. A possible variation to the Science and Math Facilitator positions is several full-time instructors serving as co-facilitators and working together as a team. Each instructor would work with fewer adjunct instructors and thus receive fewer hours of reassigned time. Also, service may be limited to a three-year term. These alternatives would prevent burn-out and provide the opportunity for other full-time faculty to hold this position.

The Facilitator position has been used in the Science and Math Departments for several years, and is highly successful. The adjuncts in the Science Department view the Facilitator as an approachable and open-minded person who is available to listen to them, validating their contribution to the Science Department. It is now being implemented in all academic disciplines on campus. When replicating this system design, it is reccommended that training be provided for individuals who are interested in being Facilitators to adequately prepare them for the demands of the position. The facilitators should ideally possess good teaching skills and effective classroom techniques in order to enhance the skills of the adjunct faculty.

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creating the partnership between part-time faculty & the community college

Andrew Halford & Barbara Veazey

As community colleges enter the twenty-first century, one shared feature of these institutions will be the growing dependence on part-time faculty in the face of budget cuts, declining revenue from state legislatures, and shifting enrollments. Part-time faculty bring with them one or more of these significant characteristics: professional expertise in the workplace, teaching expertise, strong content background, and or an understanding of the special needs of community college students, many of whom are part-timers themselves. Even with these characteristics, the part-time faculty are not unlike full-time faculty in that they need energizing professional development experiences to maintain or to improve their teaching learning expertise. Most importantly, they also need to feel as if they are an integral part of the academic environment of the community college.

The changing times and the future of part-time faculty in the academic environment require community colleges to rethink our relationships with these very important faculty members. We must enter into a partnership with the part-time faculty to ensure their success, which then translates into a successful academic experience for their students. The needs of part-time faculty—and how those needs are being met by some colleges—was an important topic at the 1995 National Community College Chair Conference, and much of what is presented in this article comes from ideas shared in our discussion there.

Adjunct, a term that has been used as synonymous with *part-time* faculty, has as its definition "someone or something in a subordinate position." According to Gappa and Leslie (1993), *adjunct* also carries the idea of a last minute, expendable resource that requires no planning (p. 128). Such identifications are far from the truth or reality when we consider the significance of the number of classes being taught by part-time faculty and the number of students who are impacted by this group of faculty. Adjunct faculty should have the same academic preparation as full-time faculty and should be offered similar opportunities for professional development; the major academic difference between the two groups should be the number of hours taught. In their research, Gappa and Leslie (1993) also found that some part-time faculty saw themselves as "invisible household staff" (p. 133). Roueche, Roueche, and Milliron in *Strangers in Their Own Land: Part-Time Faculty in Community Colleges* (1995) imply with the title and support with the content of their book that part-time faculty have a certain anonymity in a setting where they "constitute a permanent part of the faculty workforce" (Gappa & Leslie, 1993, p. 110). This mind-set labels them as second-class citizens in the academic community and separates them that much more.

The first attitude that makes a difference has to come from the central administration in academics: the president, the academic dean, the other college deans, the division chairs, and the department chairs/coordinators. If part-time faculty know that they have the respect and appreciation of the college administration at all levels, then they know that they have access to the decision makers. Paducah Community College is fortunate to have this attitude prevalent in its administrative staff from the president to the division chairs. Like other community colleges, Paducah has had to rethink its relationship with the part-time faculty from one of just "being there" to an aggressive involvement in the academic life of the college. This attitudinal shift had to come from the core, the heartbeat, of the academic environment: the full-time faculty and administration.

Essential to this shift in attitude is the understanding that investment in the professional development of the part-time faculty adds strength to a community college and to its partnership with the part-time faculty. Professional development experiences become one piece of the partnership that we create. Without benefits or voting privileges, part-time faculty often feel disenfranchised, and rightly so. At Paducah, less than twenty-five percent of our courses are taught by part-time faculty, but our commitment is to invest in the effectiveness of the teaching and learning taking place in each one of their classes. If the community college desires the success of this faculty, then it has to invest time, energy, resources, and personnel to make the difference that is necessary.

Professional development activities broaden the abilities of the part-time faculty and, by doing so, enhance their morale and sense of belonging. This professional development can be strengthened if it is a shared activity, a partnered activity, between the full-time and part-time faculty. When part-time faculty are involved in meaningful activities, they become more a part of the core of teaching and learning on a campus. Professional development activities for all faculty, whether full- or part-time, must be meaningful in terms of meeting their needs and of their remaining current with the developments in teaching and learning. These activities must also be integrated into the routine of all faculty so that they become committed to the practice of active professional development, on both an individual and a group basis. One other notion that needs to be changed is that these activities are almost always done for large groups; even with part-time faculty, the individual needs must be met first.

The majority of the responses from our discussion at the National Community College Chair Conference identified professional development as a key factor in working effectively with part-time faculty; some of these activities carry a stipend or are part of the contractual agreement. One response during our discussion focused on the use of a

personal professional development plan for part-time faculty. Such a plan would involve participation and dialogue between part-time faculty and division/department chairs and could become an effective tool in integrating the part-time faculty into the college environment.

One uncommon success identified during our discussion focused on a handbook, not the typical procedures/policy/expectations, but a handbook that dealt with successful teaching/learning strategies. A quick and easy reference guide to teaching tips can give specific classroom techniques appropriate for any faculty member. One college has course-specific handbooks with objectives, teaching techniques, and sample tests available for all faculty.

A traditional means of integrating the part-time faculty with the college community has been the mentoring program. From the responses in our session, however, only half of the colleges represented had a mentoring program in place. The concept is a good one, but the term itself implies that the part-time faculty are in need of wise counseling from the full-time faculty. Many part-time faculty come to the teaching experience with as much background, as much professional expertise, as the full-time faculty have; therefore, the pairing should convey a partnership that the two groups should establish. The pairing does not always have to be between a full-time and a part-time faculty member; often, a seasoned part-time faculty member can be a valuable partner with another part-timer. The partnership should certainly involve some shared, structured classroom observation. A success for many of those responding in our conference discussion was the classroom visitation, but this activity should be reciprocal, with each faculty member visiting the other's classroom at least once a semester.

Such partnering would involve the setting of common and individual teaching/learning goals to be met by the pairs during the semester or year and to become one focus for their dialogue. This partnership would certainly evolve into a stronger relationship between the two types of faculty and would ensure that they understand the commitment that each has to the success of the teaching/learning process and that they pull strength from one another. This particular approach involves both commitment from and training of full-time as well as part-time faculty.

Part-time faculty need more than the necessary beginning orientation meeting (a common success for those responding to our discussion) held each academic year or each semester; they also need to have the feeling of commitment to the success of the teaching/learning that goes on at their community college. They need to see that they have a stake in the academic environment, that they have a voice that will be heard, and that they are a part of the decision-making process in their academic area and for themselves. At least one community college in our discussion saw as a success the membership of part-time faculty on college committees dealing with textbooks, curriculum, and procedures. Commitment to part-time faculty needs to be integrated into the routine to ensure their success at the community college.

No easy or ready solutions exist for the complex problems such as salary, office space, or adequate personnel to provide the needed support to the part-time faculty. The answer is to recognize the true value of the teaching done by part-time faculty and to pursue diligently the avenues that would enhance the relationship between the part-time faculty, the students, and the community college. Providing adequate and varied professional development experiences can establish these avenues and can provide for this enhancement.

According to Roueche, Roueche, and Milliron (1995), part-time faculty "should be integrated into the community college . . . as increasingly important players in the teaching and learning process in providing quality instruction" and as an investment in "establishing and maintaining the college's reputation for teaching excellence" (p. 120).

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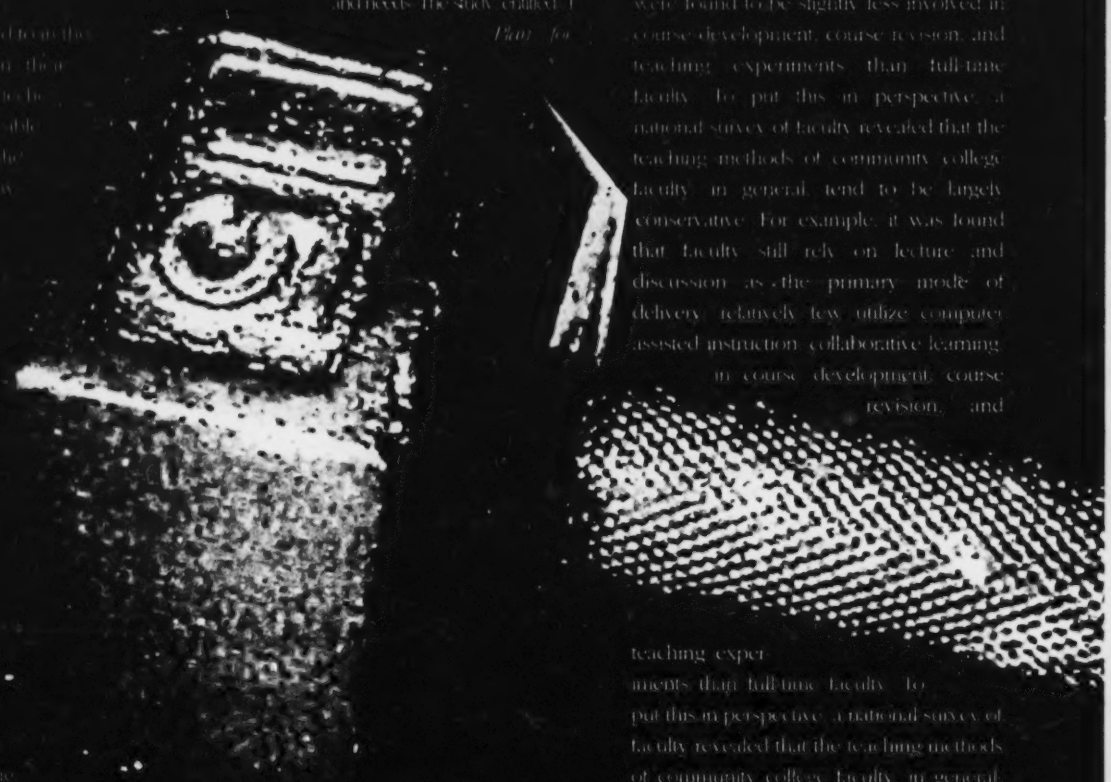

They have been referred to in the literature as "strangers in their own land" (Roueche, Roueche & Milliron, 1995), the invisible faculty (Gappa & Leslie, 1993), and the new academic underclass (Smith, 1990). Part-time faculty represent an increasingly greater percentage of total faculty at all levels of postsecondary education. In a study conducted by the American Council on Education, one in five institutions reported a net loss of full-time faculty in 1995, compared with the previous year, and almost half increased the number of part-time teaching appointments. In community colleges where part-time faculty outnumber full-time nearly two to one (American Association of Community Colleges, 1992), the reliance on part-time faculty to support the core educational mission is clearly evident. Since teaching has historically been at the heart of the community college mission and remains so, providing for the ongoing professional development of the large cadre of part-time faculty is a primary institutional responsibility.

The Virginia Community College System took this responsibility to heart when in 1992 the state governing board urged a thorough study of full- and part-time faculty professional development activities and needs. The study, entitled *Plan for Revitalization* (Sydow, 1993), revealed that many faculty, both full- and part-time, often felt isolated from their colleagues. Faculty cited few opportunities to interact professionally, to discuss common issues and concerns, or to work collaboratively to solve problems. In general, the study indicated a need among all faculty for greater collegiality and specifically a need for more opportunities to participate with colleagues in workshops, seminars, and conferences focused on improving teaching and learning.

In addition to the problems associated with isolation, the research also revealed that few full- or part-time faculty were actively engaged in experimental teaching projects, and fewer still were applying computer technology to learning in effective, creative ways. Part-time faculty were found to be slightly less involved in course development, course revision, and teaching experiments than full-time faculty. To put this in perspective, a national survey of faculty revealed that the teaching methods of community college faculty in general tend to be largely conservative. For example, it was found that faculty still rely on lecture and discussion as the primary mode of delivery, relatively few utilize computer-assisted instruction, collaborative learning, or other nontraditional methods (Russell et al., 1990). It is no surprise that traditional practices will not suffice to meet the demands of new situations and new circumstances, such as increased class size, more sophisticated instructional technology, and highly diverse student populations. Faculty in Virginia's community colleges expressed an interest in experimenting with new technologies and new pedagogies, but they cited the lack of time and money as critical impediments. Clearly, institutional provisions had to encourage and reward all faculty who were willing to explore new ways to improve educational processes.

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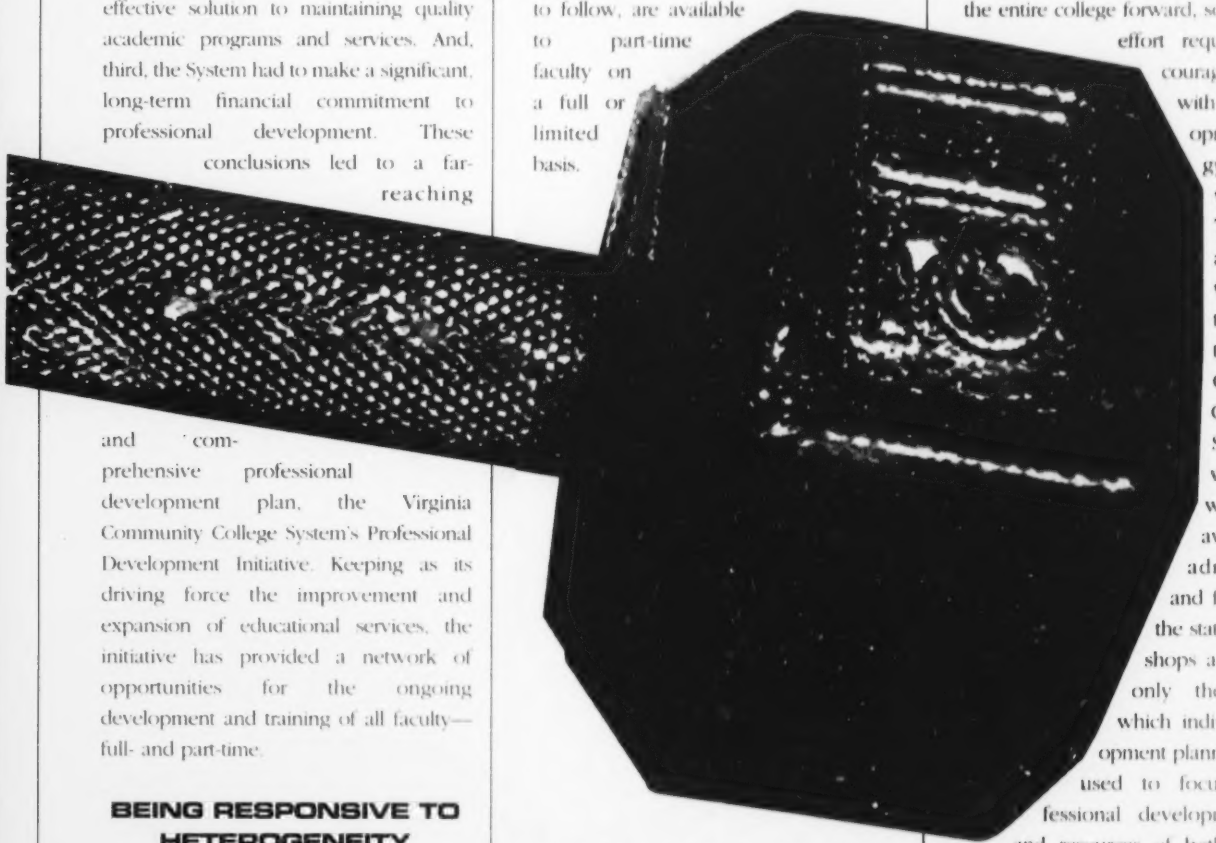
A careful analysis of the research, lengthy discussions with faculty and administrators across the Virginia Community College System, and input from a System-appointed task force led to several conclusions. First, the responsibility for professional development had to be a cooperative undertaking by the System, the colleges, and the individuals of which the System is comprised. Second, professional development had to be seen as a cost-effective solution to maintaining quality academic programs and services. And, third, the System had to make a significant, long-term financial commitment to professional development. These conclusions led to a far-reaching

and comprehensive professional development plan, the Virginia Community College System's Professional Development Initiative. Keeping as its driving force the improvement and expansion of educational services, the initiative has provided a network of opportunities for the ongoing development and training of all faculty—full- and part-time.

BEING RESPONSIVE TO HETEROGENEITY

Perhaps the most salient finding of the Virginia Community College System's study was that professional development is approached very differently by individual faculty members, depending on a multitude of factors, including full- or part-time status, career stage, discipline, age, and career goals. This finding suggested that diversity of opportunity must characterize a truly comprehensive professional development program. Therefore, the Virginia Community College System's Professional Development Initiative includes a wide variety of development opportunities, such as individual development planning, peer group meetings, and research and special project grants. All of these professional development opportunities, described in more detail in the paragraphs to follow, are available to part-time faculty on a full or limited basis.



INDIVIDUAL DEVELOPMENT PLAN

The individual development plan (IDP) is an integral component of the Virginia Community College System's Professional Development Initiative. Part-time faculty, as well as full-time, may opt to write IDPs for the purpose of articulating both their short- and long-range professional goals as well as specific means of achieving those goals through professional development activities. The process of writing an IDP is often undertaken with assistance from division chairs or deans who can help the faculty member determine not only a realistic plan for achieving stated goals, but also departmental, division, or college resources available to support goal attainment. The carefully planned individual achievements of each faculty member—part- and full-time—propel the entire college forward, so the minimal effort required to encourage and assist with IDP development is energy and time well spent. To encourage IDP development throughout the Virginia Community College System, workshops were made available to administrators and faculty across the state. The workshops addressed not only the ways in which individual development planning could be used to focus the professional development efforts and resources of both individuals and institutions, but participants also learned how to write useful, detailed IDPs. Participating administrators and faculty went back to their own colleges and conducted similar workshops, and today a significant number of part- and full-time faculty manage their professional development through individual development planning.

PEER GROUP MEETINGS

To address the problem of professional isolation identified in the study conducted by the Virginia Community College System, meetings of faculty linked by discipline, position, or special interest are now held at least every other year and are available to part-time as well as full-time faculty. Although the System provides support to coordinate and fund the meetings, a planning council made up entirely of faculty members in the discipline determines program content. In essence, peer group meetings are an investment in collaborative problem solving. Faculty in more than 35 disciplines have thus far come together, in most cases for the first time in the history of the Virginia Community College System, to collaboratively address issues affecting teaching and learning in their respective disciplines. These discipline meetings have been overwhelmingly successful as a means of solving the problem of isolation. At some of the smaller community colleges in Virginia—and across the nation—a single part-time faculty member comprises a department in certain disciplines, such as sociology, geography, music, or art. Most of the peer groups have established computer network connections that enable them to continue via electronic mail the conversations and, in some cases, project planning begun at peer group meetings. Part-time faculty who have participated in peer group meetings have evaluated them very favorably, often commenting that in addition to the benefits derived from program content, they felt included as fully participating faculty members.

RESEARCH AND SPECIAL PROJECT GRANTS

As a means of addressing the identified need for support to conduct research and to explore creative approaches to teaching and learning, a faculty grant program was developed. A part-time faculty member can co-apply with a full-time faculty member for a grant of up to $5,000 and/or released time (for full-time faculty) of up to two courses. Since this component of the Virginia Community College System's Professional Development Initiative went into effect in the summer of 1994, more than 100 grant proposals have been funded, totaling more than half a million dollars. Faculty in almost every discipline and at all 23 colleges have been awarded grant funds to undertake projects culminating in multimedia course modules, telecourses, scholarly articles and books, scientific reports, art exhibits, play productions, etc. The ground swell of discipline and instructional development resulting from the research and special project grants attests to the eagerness of faculty to engage in professional development activities that yield increased knowledge in the discipline and new instructional delivery methods.

In addition to the benefits part-time faculty have derived from direct participation in peer group meetings, research, and special project grants, all of which are sponsored by the Virginia Community College System, they have also benefited from increased professional development opportunities on campus. As part of the Virginia Community College System's Professional Development Initiative, each of the 23 colleges has implemented a professional development program for full- and part-time faculty and staff, and each has appointed a professional development committee to provide program oversight. Consequently, part-time faculty enjoy many of the same professional development opportunities on campus as do full-time faculty.

MULTIPLE LAYERS OF OPPORTUNITY

Virginia's community colleges make certain basic provisions for the professional development of part-time faculty. For example, each college offers an orientation session designed to familiarize new faculty with the institution and its available resources, as well as more tedious concerns, such as the proper way to complete various forms and how to obtain a parking sticker. Each college also provides part-time faculty with a handbook, which includes policies and procedures and, in many cases, teaching tips, sample course outlines, and other materials that may prove useful to a part-time faculty member with limited teaching experience. And most colleges have either an informal or formal mentoring system in place, whereby a full-time faculty member is designated to regularly counsel and advise a part-time instructor, usually in the same discipline. Part-time faculty members are generally encouraged to consult with their mentors as need dictates.

In addition to a comprehensive orientation session, a useful and informative handbook, and an effective mentoring system, which are professional development staples, many colleges have extended to part-time faculty one or more of the following additional development opportunities:

- Tuition reimbursement;
- Funding to participate in professional meetings, seminars and workshops;
- Mini-grants for curriculum and instructional development;
- Invitation to division meetings and programs, college in-service activities and cultural programs sponsored by the college;
- Invitation to teleconferences, training sessions and/or special meetings on campus;
- Invitation to serve on college committees;
- Access to professional journals and other publications;
- Brown bag seminars/ faculty discussion groups; and
- Access to resources of campus Learning Resources Centers and Teaching Centers.

Providing for ongoing professional development for part-time faculty is a relatively modest investment that offers extraordinary return. Departmental inclusivity is a significant part of professional development for part-time faculty; it is an opportunity for them to

learn and absorb the philosophies and approaches to student learning within a given department or college. And it provides them opportunities to know full-time faculty and to establish professional working relationships with them. Clearly, the advantages flow in both directions since the range of experiences offered by part- and full-time faculty are often very different.

Including part-time faculty in on-campus professional development activities, such as teleconferences, in-service programs, and teaching center offerings, contributes to inclusivity and creates the atmosphere for professional interaction that is so often the basis for instructional improvement. Other opportunities—professional, social, and personal—abound for part-time faculty to be drawn into the mainstream of college life. Although part-time faculty have varying amounts of time to commit to participation in campus professional development activities, many will readily—in fact, eagerly and gratefully—participate.

MINIMUM STANDARDS AND PRACTICES

Although professional development opportunities for part-time faculty have vastly expanded since the Professional Development Initiative was implemented three years ago, the dialogue continues about ways in which part-time faculty can be provided the full support they need to perform their teaching function most effectively. Professional development is but one form of this support. In response to a request by the Chancellor of the Virginia Community College System for strategies to enhance support of part-time faculty system-wide, one hundred of Virginia's community college division chairs, deans, and provosts participated in a two-day Adjunct Faculty Issues Forum in 1995 with the goal of identifying critical challenges and exchanging best practices system-wide. A heightened awareness of part-time faculty concerns and needs was one outcome of the Forum.

Another outcome was the development of a document outlining minimum management practices in support of part-time faculty. The Minimum Standards and Practices document, which is currently in draft form, recommends specific practices that college administrators, particularly division chairs and deans, should follow in hiring, supervising, evaluating, and supporting the professional development of part-time faculty. The following excerpts address the issues of orientation, committee work, and professional development.

Since educational activity is evolutionary and under continual change, the orientation requirement needs periodic revisiting so adjunct faculty are updated and stay current with college rules modification. Thus, orientation is not a one-time event but must be scheduled for repetitive presentation and on an "as needed" basis. In a similar vein, adjunct faculty participation on appropriate committees attending to college matters not only affords a sense of participation to the adjunct faculty member but capitalizes upon the experience base and outside expertise the faculty member brings to the academic community.

In an era in which technology dominates our lives and the explosion of new devices, techniques, and processes seems endless and ever changing, it is essential that all faculty retain currency and relevance with the real world. Adjunct faculty need the opportunity to maintain proficiency in their teaching fields with an expectation of improving their capabilities in teaching students and communicating subject material. Clearly, adjunct faculty will have to familiarize themselves and gain conversance with specialized equipment that can facilitate the teaching of their assigned coursework, and it is expected that full-time faculty will need to work closely with selected adjunct faculty as mentors or sounding boards in the continuing improvement of educational communication. (Virginia Community College System Adjunct Faculty Committee, 1996)

Minimum recommended practices for addressing these issues include:

1. Each college should provide at least one orientation activity for new part-time faculty and at least one professional development activity (scheduled at a convenient time) for all part-time faculty each semester.

2. The college should encourage and train full-time faculty to be mentors. Each part-time faculty member should be assigned a mentor.

3. Each college should provide part-time faculty with a handbook or manual and other standard college publications. Whenever possible, the schedule of professional development events for the semester should be included, and part-time faculty should be encouraged to attend.

4. Each college should establish a part-time faculty advisory committee. The purpose of this committee would be to allow part-time faculty to have a voice regarding college issues.

5. Part-time faculty who have the time and interest should be appointed to division and college committees.

6. Part-time faculty should be included on committees that plan their orientation and professional development activities.

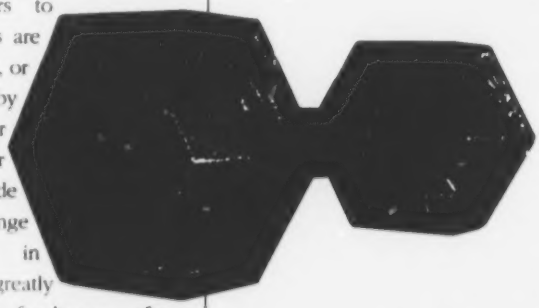
Once these minimum standards and practices in support of part-time faculty are finalized and approved, each college will be able to demonstrate ways in which it goes beyond the minimum standards and practices to make professional development opportunities available to part-time faculty. As was noted earlier, many colleges currently exceed the standards of good practice.

CONCLUSION

The sundry titles and epithets describing part-time faculty—"strangers in their own land," "the invisible faculty," and the "new academic underclass" being just a few—reflect an uneasiness or uncertainty about the role these professionals currently play and the role they will continue to play in the enterprise of higher education. By whatever nomenclature, there is general agreement that part-time faculty contribute significantly to college instructional programs and will continue to do so. Collectively, they provide tremendously valuable expertise, real world experience, and knowledge. From a fiscal point of view, part-time faculty provide colleges flexibility to offer courses in narrowly specialized disciplines, such as molecular biology or linguistics, when full-time positions in such disciplines would be impossible to fund. Further, part-time faculty contribute to greater diversity of background and preparation in all disciplines.

Part-time faculty should be viewed as an extraordinary resource and should be included in obvious and creative ways as integral members of academic departments and divisions. If these primary contributors to educational programs are left isolated, alienated, or even ostracized by benign neglect or worse, then their potential role to guide and influence change and improvement in instruction is greatly diminished. Part-time faculty are often provided little more support from their departments and colleges than a desk copy of the textbook and a sample syllabus from the course they are assigned to teach. Given the reality of a much greater dependence on part-time faculty, colleges that fail to integrate part-time faculty are often missing significant opportunities to improve instruction—not only instruction offered by part-time faculty, but also that offered by the full-time professoriate who can be professionally enriched through meaningful interaction with their colleagues.

The national trend toward an increasingly heavy reliance on adjunct faculty at community colleges is, more often than not, an expedient solution to fiscal crises. However, college administrators, everyone from department heads to presidents, need to work diligently to ensure that part-time faculty are not left essentially to their own devices, thereby jeopardizing the quality of every educational program offered by the college. Until regional accrediting agencies, city and county governments, and state legislatures move to address the issue of over-reliance on part-time faculty, colleges will surely need to develop well-conceived professional development programs that include part-time faculty as full participants. Such programs will result in substantial program improvement and will multiply the human resources of an institution far beyond the financial costs.



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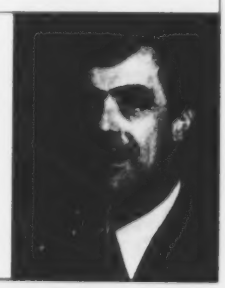


PART-TIME FACULTY: CRUCIAL, YET HOW TO INVOLVE THEM MORE EFFECTIVELY?

HELEN BURNSTAD
& DAN WHEELER

Many institutions have used and expect to continue to use part-time faculty to address changing needs (Roueche, Roueche, & Milliron, 1995). The cynical view is often that use of part-timers is just a cost-cutting measure. However, other reasons for use include increased flexibility, connections to the real world, and comparable instructional quality.

Estimates of the use of part-timers in community colleges vary from 25% to 75%, with many institutions comprised of 50% or more part-time faculty (Gadberry, this issue). With increased concern about instructional costs and changing needs of the institution, use of part-timers will surely increase.

Studies of part-time faculty indicate they often feel disconnected and not included in the ongoing life of the institution. Rather than focus on recruiting and selecting faculty, and hoping everything will work out, a number of institutions are taking steps to prepare, include, and professionally develop part-timers. As chairs and other instructional leaders, you have an opportunity—along with staff development personnel, departmental faculty, and other institutional administrators—to help orchestrate a systematic, integrated program of orientation, development, and effective practices.

Our column addresses three aspects of a system for institutional inclusion and ensuring success for part-time faculty: orientation, professional development, communication, and institutional policy and practices. Recruitment, selection, and evaluation are also important processes in an integrated system. We would refer you to Biles and Tuckman (1986) and Gappa and Leslie (1993) for a description of these processes.

ORIENTATION

Each new adjunct faculty member deserves a thorough orientation, which provides the context for their work. An orientation should contain information about community colleges as well as the history, culture, policies and procedures of your college. Providing adjuncts with a picture of the student body of your college will help them as they prepare to teach their classes. From discussions with chairs, full-time faculty, adjunct faculty, and staff developers regarding orientations, you find they take many forms. Here are some possible ways of orienting adjunct faculty members:

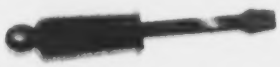
1) A "paper orientation" which includes a carefully prepared handbook. This handbook should include information about your college, your students, services to help students, how to prepare to teach a course, a sample syllabus, and suggestions for the first class meeting. See Searle (1996) for a comprehensive listing of possible contents.

2) A multimedia orientation which would include a video on your college. Additionally, you could use the videotape set, *Excellence in Adjunct Instruction*, prepared by St. Petersburg (FL) Community College to provide a framework for your adjunct faculty.

3) A session which includes a welcome dinner, comments from the appropriate deans about life and priorities at the institution, and an overview of the college. This session could be followed by discipline-specific orientations to address issues related to the various disciplines.

4) A reception and meeting with adjunct faculty, full-time faculty, and chairs which focuses on the content to be taught by the faculty member.

5) An orientation which is facilitated like a night class and covers content such as the college, teaching methods, and policies and procedures. This session would be three hours long and would include short lectures, active learning, get-acquainted strategies, breaks, handouts, and technology use. This session's success depends on the de-briefing of each part of the design to help part-timers understand how each strategy contributes to student learning.



6) An opportunity to identify a mentor, either a permanent faculty member or an experienced part-timer. Not only can this relationship provide a connection to meet ongoing inclusion needs, but it can also be a vehicle for ongoing professional development regarding curriculum and teaching and learning.

PROFESSIONAL DEVELOPMENT

Institutional development programs for adjunct faculty members differ widely. In many schools, no effort is made to provide development of teaching techniques, while in others extensive programs are offered to adjunct faculty members. The programs tend to be on a volunteer basis. They include such topics and areas as:

1) "Teaching in the Community College," a two-semester-hour graduate level course.

2) Instructional Skills Workshops (ISW) - a structured program which includes videotaping and feedback regarding instructional skills.

3) Programs and workshops offered through Centers for Teaching and Learning or other instructionally oriented units.

4) Self-instructional material such as various video conferences which have been presented in the past two years, or the use of the previously mentioned St. Petersburg tapes.

5) Use of print materials (such as *The Handbook for Part-Time and Adjunct Faculty* by Donald Grieve) designed specifically for adjunct faculty members. These self-instructional materials may also include the *Teaching for Success* newsletter edited and produced by Jack Schrawder.

6) Mentoring programs in which a full-time faculty member is assigned to assist the adjunct faculty member in both curriculum consistency and teaching methodology. These programs may be part of a more fully developed system which leads to certification or different status for part-time faculty members.

COMMUNICATION AND INSTITUTIONAL POLICIES AND PRACTICES

A number of institutions, for example El Paso Community College, have established innovative community efforts and have focused policies and practices to include and integrate part-time faculty. These include: part-time faculty absence exchange, telephone availability, participation in institutional decisions (committees and evaluation of chairs), and visibility in communications (items at department/division meetings and newsletters).

Chairs have also been encouraged to have their behavior match their inclusive rhetoric. Appropriate actions include: invitations to workshops and seminars, consideration of part-timers' schedules when planning social events, and highlighting part-timers' successes.

These suggestions are only meant to pique your interest in the possibilities. You can ask your part-timers what they see as the most important actions you can take to include them in the institution.

In conclusion, adjunct faculty must be considered an integral part of the teaching faculty at your institution. Since they are not there all the time and may teach at a variety of institutions, the time and effort expended to ensure they are properly oriented and trained to meet the challenges of your community college will garner great return.

There is no one right way. Remember, some of your adjuncts will be with you as long as or longer than some full-time faculty. Therefore, the time and money put into this initiative is money well spent!

But a very important caution must be made as you develop a system for orienting and training adjunct faculty — it should not be more extensive than what is available to full-time faculty. As a dean, chair, or staff developer, you must consider what you have in place for full-time faculty before you develop a sophisticated, extensive, and expensive program to orient and train adjunct faculty.

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YOU, YOUR COLLEGE, YOUR DEPARTMENT, AND YOUR WEB SITE

DON DOUCETTE

It was only a few years ago that fax machines went from being a curiosity to *de riguer*. Now, no respectable small business can afford not to have a fax number—certainly not one that expects to be successful. The transformation of the Internet from a virtual hangout for adolescent geeks (and to a lesser extent for egghead academics and cold war intelligence agents) to a cybermart for the new millennium has been equally swift. Now, not only do most TV commercial messages include a world wide web address, but no self-respecting corporation, nonprofit organization, government agency, county museum, medium-sized city, professional sports franchise, or candy bar (check out www.payday.com) can afford not to have a presence on the web. Certainly, no college with aspirations to attract and educate the next generation of techno-savvy students can afford not to have a respectable home page.

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However, there is more to establishing a presence on the web than learning a little bit of HTML (hypertext markup language), creating a college home page, and finding a server to keep it operational the better part of 24 hours per day. In fact, there are a range of decisions that need to be made about your college's presence on the web. These include technical, public information, and academic issues, as well as those related to institutional integrity.

TECHNICAL ISSUES

While the technical decisions that need to be made might seem to be the most daunting, especially to nontechnical academic and institutional managers, these are among the most straightforward. One of the first decisions is where to maintain your college's web site. Most institutions have the resources and prefer the control that comes with purchasing or designating an existing server on which to install their web site under the operational control of the computer services division of the college. However, there are other options, including subscribing to a commercial service to which you can upload your college's web pages. These commercial services can cost as little as $50 per month, and by providing consistent 24-hour per day technical support, they free college staff from technical support responsibilities and from the otherwise essential task of designing security measures to ensure absolutely that external access to the college's home page does not mean access to the college's student and financial data bases.

To design and implement the college's home page and associated web pages, most colleges simply put together a hands-on team consisting of a computer services programmer, a graphics designer, a public information staff member, and interested members of the faculty or administration. While early web pages required that some member of the team be proficient in HTML, even that technical requirement has been minimized by the development of easy-to-use and inexpensive software that eases creation of home pages and web sites.

PUBLIC INFORMATION ISSUES

Among the most apparent benefits of the world wide web are its promotional opportunities. These explain the proliferation of corporate web sites and the increasing commercialization of the Internet. In fact, the most common purpose for which a college establishes a home page and web sites is to promote itself to prospective students, potential funders, local business and community groups, and other colleges and universities.

Public information professionals understand the significance of designing a home page that reflects their institution's desired image, while at the same time providing useful and generally flattering information about the college. The college's home page should be designed by understanding that it is a gateway to the college for a certain portion of the college constituents. It should be attractive and easy to navigate, with buttons that allow a user to gain access to successive layers of specific information. In many ways, a home page can serve many of the same functions as a college catalog and course schedule—with the great advantage that it can be kept much more up to date.

Because many users will access your home page through slow, modem-based means, it is probably advisable not to load the web site with complex graphics and audio and video clips that take many minutes to download. While most colleges will find it irresistible to include attractive pictures and logos on their home pages, it is advisable to standardize key images that do not need to be downloaded for each use and to rely on carefully laid out text for successive pages. Colleges will also want to provide links to other appropriate home pages in the community, including web sites sponsored by their state, city, system coordinating board, economic development council, chamber of commerce, or library. For instance, the Metropolitan Community Colleges' home page is linked directly to the home pages of the City of Kansas City, Missouri, Southwestern Bell Telephone, and the Kansas City Public Library.

One of the hallmarks of the Internet has been its freewheeling development. Individuals and organizations with initiative have created the medium, including its burgeoning collection of web sites and home pages. This includes a wide range of faculty and students who have developed not only department but also individual home pages; entire classes have created home pages for class projects. While this might be great for the democratization of information, it is a nightmare for public information officials who are rightly concerned that not all individual web pages will be flattering to the college, accurate, or representative. Short of requiring time-consuming and burdensome review processes for the privilege of creating and maintaining individual home pages using college resources (which will only be resisted and circumvented anyway), many colleges have established policies that require all home pages to be registered and located on the college's central web server. Some colleges have taken the second step of distinguishing between official and unofficial home pages, with only official home pages requiring review and approval. Of course, the institution should have policies that bar illegal or inappropriate use of college resources (say, for commercial or pornographic purposes) and explicitly apply these to web pages.

ACADEMIC APPLICATIONS

The greatest untapped potential of the world wide web is its ability to support instruction. Not only can web pages be used to disseminate information about courses, including syllabi, assignments, and lecture notes, but they can also include links that provide students with easy access to a range of external resources in government agencies, libraries, and other colleges and universities that have been discovered and catalogued by faculty, or as a result of student projects. In addition, web pages can refer users to other applications of the Internet to support communication among faculty, students, and other participants in the learning process, including chat rooms and e-mail.

An increasingly common practice is the development of department home pages that provide both current and prospective

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students and disciplinary colleagues throughout the world with a glimpse into the faculty, curriculum, and research of a college department. Such department-based pages have become a collection point for discipline-related resources, as well as an opportunity for both faculty and students to publish the results of their projects and works in progress—much of which will never make it to refereed journals. In many ways, the web can be an informal and ultra-democratic academic bazaar, as well as a focal point of communities of learners with common interests and engaged in similar pursuits.

INSTITUTIONAL INTEGRITY

Of course, as Americans, we have long understood that democracy is a messy business. The democratization of information made possible by the web, especially the power provided to individuals to both access and publish information, is not without its messy aspects. Specifically, colleges must attend to their responsibilities to ensure that the free flow of information does not compromise their institutional integrity. With the same scrupulousness with which colleges monitor their contracts and catalogs, they will have to ensure that information provided via the web accurately and fairly represents the institution. With the same care with which they monitor academic honesty among their students, colleges must ensure that department-based web resources maintain high standards of quality and truth. With the same care that colleges protect the integrity and privacy of students' records, they must ensure that their use of the web does not jeopardize student rights, personal security, or academic freedom.

The significance of the world wide web as a major development of the information age is undisputed. However, its implications and uses are just now becoming known. It is certain that the web holds great promise as a vehicle and resource to expand access to higher education and to assist learning. Colleges and universities are now learning the basics of how to develop and maintain their presence on the web, but the technical tasks are among the simplest of the many issues lurking in cyberspace.

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CULTIVATING STUDENT-CENTERED FACULTY

IDAHLYNN KARRE

Our survey of teaching methods suggests that . . . if we want students to become more effective in meaningful learning and thinking, they need to spend more time in active, meaningful learning and thinking—not just sitting and passively receiving information (McKeachie, 1994, p. 77).

This issue of *Academic Leadership* focuses on part-time faculty. Truth is, all of us need to be more mindful of McKeachie's advice. Cultivating students' motivation to learn, designing learning tasks that involve students more meaningfully in their own learning, helping students construct their own knowledge, and nurturing students' unique competencies and talents is the job description for today's college teacher.

Arousing students' interest and engaging students in the learning task is critical to students' academic achievement. Research by Sharan and Sharan (1992) documents the powerful affect of intrinsic motivation. Intrinsic motivation refers to the nature of students' emotional involvement in the topic they are studying and in the pursuit of the knowledge they seek to acquire. Research confirms what most college faculty have known for a long time: student motivation to learn is a leading factor for academic achievement.

In their research, Sharan and Sharan found that significant changes in the level of motivation over the course of instruction were related to instructional methods. Actively engaging students with the academic subject matter was the single most effective predictor of intrinsic motivation and student academic achievement.

Our goal as college faculty must be to help students become personally interested in seeking the information they need in order to understand the topic under study. We must arouse student interest and engage students meaningfully in the academic lesson.

Learning is a highly complex personal process. So is teaching! I offer the following tips and tools as resources for you to use in your own teaching or when assisting full- or part-time faculty. These are a few of the tools we use across disciplines on our campus to arouse student interest, engage students in active learning, and provide opportunities for students to construct, rehearse, elaborate and summarize their learning.*

1. Begin class with a *Focused Discussion* of assigned readings and homework.

Think-Pair-Share. Ask a question requiring critical thinking, application, synthesis or evaluation. Provide time for

students to think or write. Ask students to pair and share with others in the class.

Team Time. Students participate on a team of 3 to 5 students who meet for 5 to 7 minutes at the beginning of each class period to discuss key ideas from class, readings, and/or assignments.

2. Require a *Preparation Paper* due at the beginning of the class period.

A One Minute Paper requires students to do out-of-class assignments and then take a minute to summarize key ideas before returning to class.

The *Muddiest Point Paper* asks students to do the out-of-class assignments and return to class with a question or concept that was unclear.

An *Application Paper* requires students to return to class with a "real world" example of the knowledge and/or skill discussed in assignments or class.

3. *Check Problems* during the first few minutes of the class.

Pairs Check asks students to work together with a partner to check, monitor, practice, and review previously presented material for mastery of course content.

Peer Review provides the opportunity for students to review each other's work.

4. *Set-up the Class* lecture, guest speaker, film, or demonstration with questions.

Before a structured presentation, *Bookend* learning by asking students to write down questions about the topic. At the end of the presentation, ask students to revisit their questions and formulate responses to their own questions based on what they learned during the classroom experience.

5. *Break-up the Lecture* with opportunities to rehearse, process, elaborate, or question.

All in One Teams (Karre, 1996), *Note-taking Pairs, Peer Feedback Groups*, and *In-Class Study Groups* provide structured opportunities for students to get actively involved in understanding what they are learning. After a 10-15 minute presentation, ask students to turn to a partner, group, or team to check, practice, and/or question. These tools offer cognitive rehearsal time and provide time for the college teacher to gather thoughts, reorganize notes, move around the class listening to student discussions, and refocus.

Three Before Me. When written assignments are required in English, speech, chemistry, or calculus, our faculty ask students to peer check/review with three classmates prior to submission to the instructor. Allow class time for review and feedback among student peers.

Use cognitive rehearsal tools like *Jeopardy, Numbered Heads Together, Team Word Web*, or *Prairie Fire* (Karre, 1994) to provide a fun way to learn the sometimes tedious content necessary to advance to higher-order learning. Use *Prairie Fire* by writing short-answer questions on an overhead transparency before going to class. Number the questions. Assign a numbered question to each student or each team in your class. Provide time for students to determine the correct answer to their question. After prep-time, call for answers swiftly—like a prairie fire. After all students and teams have responded to the questions, ask students to check all answers. Clarify and correct as necessary.

6. *Design a Structured* Activity for the class period to elaborate content themes.

Traveling File is a favorite of our nursing and chemistry departments. This tool uses teams or groups. Develop "real world" questions, cases, or marathon problems related to the academic lesson. Generate one question for each Traveling File. (The questions at the end of chapters work well for this tool.) During class each team gets a file, answers the question, and then passes the question and answer to another team. The new team discusses, extends, elaborates, or edits the response of the first team. After teams have responded to two or three Traveling Files, discuss the questions and responses as a class.

Jigsaw is a tool I have been using to elaborate content discussed in required readings. The most recent research may not be included in my class textbook, so instead of lecturing about up-to-date articles, I Jigsaw them. Prior to class I divide content into four "pieces." In class I assign students to teams of four. Each team numbers off. One member from each team is responsible for one of the four "pieces" of content. Working with others assigned to their "piece," students read, discuss, prepare a visual aid, and practice teaching the content from their article (s). Students return to their original team and teach their "piece" of the puzzle to their original team. All students are assessed on all four "pieces" of the content. This tool works because we know the best way to learn something is to teach it.

7. Close class with a *Focused Summarizing Discussion* of the lesson.

On Target! closes class by asking students to reflect on their learning. Students identify the content knowledge, behavioral skill, or attitudes related to the academic lesson that are *On Target!* for them.

Personal Assessment and *Individual Assessment* plans ask students to identify 2 or 3 key ideas, concepts, and/or skills from the academic unit that are useful to them. Students then develop a plan of action to incorporate those ideas, concepts, and/or skills into their career goals, personal effectiveness, and/or other life experiences. This focused goal-setting powerfully reinforces learning.

Let me know how these tools work for you. I'm sure you have many additional tips and tools that you can use as you mentor your full- and part-time faculty toward student-centered active learning. I'm always happy to talk about teaching and learning. Got a tip or a tool you'd like to share? Send your teaching and learning ideas for future columns. We can help each other build a repertoire of strategies to enhance teaching and learning effectiveness in our college classrooms.

Note:

*Refer to previous Teaching and Learning Tips and Tools Columns from *Academic Leadership* for more detailed discussions of these tools: All in One, Vol. 2, No. 1 September, 1994, pp. 34-35; Pairs Check and Traveling File, Vol. 2, No. 2 February, 1995, p. 29; Think-Pair-Share, One Minute Paper, Prairie Fire, and On Target!, Vol. 2, No. 3 May, 1995, pp. 26-27; and, Muddiest Point, Application Paper, and Bookends, Vol. 3, No. 3 May, 1996, pp. 30-31.

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RE-THINKING THE ROLE OF PART-TIME FACULTY

KENNETH J. ROBSON

I understand my own country so much better when I stand in someone else's.

—Samuel Johnson

We are in need of fresh thinking about the role of part-time faculty in our institutions. The conventional view that they are symptomatic of a problem in higher education—a problem of diminishing resources and declining quality—is at odds with the new realities. Those who persist in viewing the current crisis in higher education as merely one of insufficient resources miss the point that a fundamental social transformation is rapidly reshaping the world of work (Drucker, 1994). For a time, higher education may have felt itself immune to such forces of change, but no longer (Leslie & Fretwell, 1996). Therefore, while some continue to view part-timers as expedient, exploitable, and expendable, the changing nature of work is leading a growing number to seriously reconsider traditional faculty roles (Edgerton, 1995; Plater, 1995).

Fortunately, two new and provocative studies, both of whose titles suggest how little we actually know about part-time faculty, have become available to guide us through the thicket of issues associated with the use of part-timers in our institutions. One is Gappa and Leslie's *The Invisible Faculty* (1993), which is based upon data from a national survey of faculty conducted in 1988, and site visits to eighteen institutions, including five community colleges and one Canadian university. The other is Roueche, Roueche, and Milliron's *Strangers in Their Own Land* (1995), which is based upon survey data from members of the American Association of Community Colleges as well as from selective follow-up interviews. Together these studies provide a revealing statistical profile of our *invisible* faculty in addition to vivid portraits of these myriad individuals and their institutions.

The Invisible Faculty is an ambitious and provocative study which challenges institutions and, especially, department chairs to confront the most problematic issues raised by the use—often the overuse or misuse—of part-time faculty. While estimating current ratios of full- to part-time faculty, especially in community colleges, is imprecise at best (Blackburn & Lawrence, 1995), projecting future ratios is even riskier. However, contrary to earlier projections (Bowen & Schuster, 1986), Gappa and Leslie contend that:

It is time to admit that part-timers are a substantial and permanent part of the academic profession and should be treated as such. We do not foresee any real aggregate diminution of their use, and we advocate the adoption of fair and equitable policies that will help them play constructive roles in providing quality education. (p. 91)

Their contention is that the use of part-timers has gotten *out of control* in many institutions. By and large, there is no systematic use of part-timers. Also, far from being integrated within their institutions, they have become subservient members of a tacit caste system. Worse, institutions tend to *blame the victims* when often they fail themselves to provide the resources and support necessary for part-timers to succeed.

Those who are satisfied with the status quo with respect to faculty roles and their implications for the use of part-timers, or those who simply await the return of a

former time when such issues did not need to be confronted, will certainly be made uncomfortable by what Gappa and Leslie have to say. However, the authors are not interested in a mere hand-wringing exercise. To counteract the widespread neglect of the needs of the large part-time segment of our faculty, the authors offer three broad strategies supported by no fewer than forty-three recommended practices intended to foster fundamental change. Simply stated, they are: Plan and Manage; Be Fair; and Invest in Human Resources.

PLAN AND MANAGE

The emphasis in the eight recommended practices in this area relates to the need to plan, review, and evaluate. Gappa and Leslie's point is that educational goals and not fiscal conditions should drive staffing decisions. While many of their recommendations require institutional action, there are significant implications for department chairs. For example, we can be proactive in developing goals that are realistically related to staffing plans required to implement them. We can encourage the development of staffing policies which are consistent and fair. We can collect and use data to evaluate and revise these plans, as necessary. One of Gappa and Leslie's strongest points is that we need to assess very clearly the costs and benefits associated with our staffing policies to ensure that we are not basing decisions upon *false economies*. Finally, as with their other two broad strategies, the authors emphasize the need to communicate and consult with part-time faculty in decisions which affect them.

BE FAIR

This simple and self-evident injunction is also the most complex and troublesome of the proposals in *The Invisible Faculty*. Many of the fourteen recommended practices associated with fairness are quite contentious and, hence, are likely to cause the greatest discomfort. While many of us are already doing much of what they recommend—publishing our policies, recruiting proactively and in a timely manner, and evaluating consistently for rehiring—most of our institutions have not developed a range of options for part-time employment, including part-time tenure and extended part-time appointments, and even fewer have instituted rewards for long service, graduated salary scales, and benefits.

The issue of full- and part-time faculty roles and rewards is a sensitive one which Gappa and Leslie maintain needs to be addressed. In her capacity as a member of the American Association of Higher Education's *From Tenure to New Pathways* project, Gappa is currently engaged in a major study of just this issue. While *The Invisible Faculty* offers no easy solutions, it does point to facets of the current system where significant change will have to occur before it topples under its own weight.

INVEST IN HUMAN RESOURCES

The seventeen recommended practices related to investing in human resources are, for the most part, directly relevant to the responsibilities of department chairs. Again, many of us are already doing what Gappa and Leslie suggest, but the recommendations serve as an important reminder of the value of even relatively minor activities. In the view of the authors, chairs are the focal point for effective practices which affect part-timers. They urge institutions to develop clear and fair policies; make chairs responsible for their implementation; and ensure that chairs are trained and supported in their supervision of this large and diverse group of faculty.

The essential point Gappa and Leslie make in this section is that part-timers constitute a valuable human resource which, like any other, has to be continually renewed if it is not to become depleted. There are many ways to accomplish this goal: they range from the relatively unstructured (e.g., informal talk, social events) to the more formal (e.g., mentoring, orientation, evaluation). Part-timers are a vital and permanent segment of our institutions, and we need to plan for their prominent role, treat them fairly and equitably, and constantly renew their resources so that they can make the kind of contribution to the success of our students and programs that we need in the current competitive environment.

Strangers in Their Own Land (1995) is an excellent complement to *The Invisible Faculty*. It narrows the focus from higher education generally to community colleges. The first two chapters set the stage for what the authors believe needs to be done to integrate the *strangers* into our community. They remind us of our traditionally higher reliance on part-timers than is found in four-year institutions: They account for 57.7% of all faculty (based upon head counts) and for 33.6% of instruction (based upon credit hours delivered). By way of contrast, Gappa and Leslie report that the approximately 270,000 part-time faculty teaching in American higher education constitute 34.6% of all faculty. Clearly, two-year institutions rely very extensively upon part-timers for the delivery of their programs.

While the statistics reported by Roueche, Roueche, and Milliron reveal an interesting profile of part-timers in today's community colleges, their recommendations, based upon interviews and *best practices* at various institutions, bring this complex subject to life and point to ways in which we can improve our current practices. Chapters three through six address common stages in the life cycle of community college part-timers: recruitment, orientation, development, and evaluation.

What most readers will find especially useful in these chapters is the identification of various practices actually in place in specific institutions and *what colleges say* about their experiences. Often, practices in these institutions are summarized in little more than a sentence or two, but, occasionally, more detailed information is provided (note Lakeland's theatrical outline for its orientation program and St. Petersburg's comprehensive orientation, training, and support program, for example). It would be difficult to read about these various innovative approaches without encountering strategies and techniques that could help us in our own departments. Often it is not the grand design of a program which seizes one's attention, but the small things which can make a large difference.

The final chapter of *Strangers in Their Own Land* attempts a synthesis or *mosaic* of the strategies explored in previous sections. Roueche, Roueche, and Milliron conclude with one overriding recommendation: Colleges must take serious steps toward improving the utilization and integration of part-time faculty. Their specific means for achieving this goal are consistent with those proposed by Gappa and Leslie: Hire with purpose. Orient substantially and comprehensively. Require and support continuous professional development. Integrate all faculty into the life of the institution. Evaluate consistently. Provide equitable remuneration for work done.

Reading *The Invisible Faculty* and *Strangers in Their Own Land,* one is struck both by how much has been done by various institutions to promote inclusiveness and by how little has been done generally to integrate part-time faculty within the system of higher education. In order to address this systemic problem, we need, as Gappa and Leslie suggest, to think about what we can do with part-time faculty and what we cannot do without them. The stakes have never been higher nor the outcome so crucial to our strength in the future.

We foresee profound pressures for change in the coming decade or two. *Change will come.* The real issue is whether it will be forced from the outside or whether institutions will choose to meet two major challenges: providing quality educational programs and finding a continuing supply of talented faculty (Gappa and Leslie, 1993, p. 279).

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GUIDELINES FOR SUPERVISING ADJUNCT FACULTY

Michael A. Dockery and Alan T. Seagren

In offering advice on the supervision or management of adjunct faculty, we considered a number of factors and made some assumptions about the situation(s) chairs and deans face. (1) Most chairs/deans are responsible for a fair number of adjunct faculty: Seagren, Wheeler, Creswell, Miller, & Grassmeyer (1994) found the mean number of adjunct faculty per unit to fall in the 16-20 range (p. 31). (2) Chairs/deans have many other responsibilities besides supervision of adjunct faculty. (See Seagren et al., pp. 59-61, for a listing of the 32 tasks for which chairs/deans are responsible.) (3) There is a high turnover among adjunct faculty; some chairs have indicated a minimum of 20% per year. (4) Hiring decisions about adjunct faculty often have to be made on short notice before classes are to start. (5) Many adjunct faculty have had little formal training in the science of teaching or in instructional strategies because these faculty are from professional or technical fields or recently out of graduate school.

GUIDELINES

1. Clarify expectations by establishing explicit systems and developing specific instructions for faculty to follow. Some illustrations of how this guideline could be implemented are:

a. Syllabus: Provide an outline with commentary of the elements that must be included in every syllabus. *Preparing Course Syllabi for Improved Communication* (Lowther, Stark, & Martens, 1989) and "Writing a Syllabus" (Paper #27 in the IDEA series) are excellent sources for developing lists of requirements. Also include information on the college's policies and procedures about such things as attendance, grading, and plagiarism.

b. Deadlines: Create a semester calendar with deadlines listed and explained. It makes perfect sense to imitate the advertising industry by delivering the message repeatedly and in a variety of formats.

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c. Student Evaluations of Faculty: Adopt a well-established instrument whereby students evaluate teaching effectiveness. The considerable body of research on these instruments clearly proves their validity and reliability. See John Centra's *Reflective Faculty Evaluation* (1993, pp. 179-204) for all the necessary information on such instruments as the Instructional Development and Effectiveness Assessment (IDEA) and Students' Evaluation of Educational Quality (SEEQ). We suggest that you not develop an in-house instrument because this requires considerable research and repeated testing.

d. Review Course Materials: Have faculty provide examples of their course tests, assignments, and other handouts, including the course syllabus. These materials are a good overview of how a faculty member designs and paces a course, and as Cohen and McKeachie's (1980) research demonstrates, judging faculty on these materials is valid and reliable.

e. Class Observation: We suggest that classroom observation not be used for adjunct faculty. This process—with its pre- and post-conferences and with its write-ups—is time-consuming, and unbiased observation is extremely difficult to achieve (see Weimer, Kerns, & Parrett, 1986). Herbert Marsh (1987), in his excellent synthesis of the research, notes, "Peer ratings based on classroom visitation do not appear to be very reliable or to correlate substantially with student ratings or with any other indicator of effective teaching" (p. 296).

2. Clarify the purpose of evaluation/assessment procedures, and inform faculty about what they can expect.

a. The normal faculty evaluation procedures and systems, often summative, are not useful for adjunct faculty. These systems, designed for promotion and salary increases of full-time faculty, require a great deal of time both in the evaluation process and, in the case of negative evaluation, in the remediation process. It makes much more sense to invest this time in the positive approach described below.

b. Implement a developmental process with adjunct faculty to define effective teaching and to involve faculty in improving teaching. Teaching is both a science and an art, and there are specific teaching skills and strategies which can be identified and worked on. Adjunct faculty can be assisted in the process of defining effective teaching. Answering questions about the nine dimensions of good teaching included in the SEEQ instrument can be helpful in the process: 1. Do students perceive they have learned the subject matter? 2. Is the instructor enthusiastic about the class? 3. Is the instructor well organized in terms of materials and time? 4. Is there positive interaction between the instructor and students and among students? 5. Does the faculty member have positive rapport with individual students and with the class in general? 6. Does the instructor have a sound knowledge base about the subject? 7. Are examinations well designed and useful in assessing student outcomes? 8. Are assignments related to course objectives? 9. Is the level of difficulty of both course material and workload appropriate for the content and students?

3. Attempt to create a community of learners which includes both full-time and adjunct faculty.

a. Treat adjunct faculty as professionals; include them in departmental activities; make sure they receive all departmental communications. Special provisions may need to be made because they may not be on campus at the right time to receive some communications, but the use of e-mail can assist. Ask for their input on a regular basis; provide office space for them.

b. Consider developing a mentoring process that involves experienced full-time faculty working with adjunct faculty, but proceed cautiously. Building a sense of community between these two groups is not easy. Adjunct faculty may not have the time because they have other responsibilities. Full-time faculty are busy and may not want to invest time and energy in mentoring. Experience has shown, however, that the dividends from the efforts to build a sense of community are great.

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Stories, Metaphors, & Anecdotes

Jim Berry
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It's great to be a hero. Even if it's for a short time. Even when it's not a big deal to anyone else. Even when it comes from just doing the right thing. It's great to be a hero.

I got to be a hero a couple of years ago on my job. Mind you, this doesn't happen often, for I am usually the one responsible for the ills of the organization. But this time it worked out for the good.

We put in voice mail at the College. It was timely, as most organizations didn't have it yet, and it signaled the first wave of change for the campus. Many faculty didn't like it. They told me they much preferred the little pink telephone message slips and yellow sticky notes plastered to their doors. The secretaries wondered what they were going to do with their time without telephones to answer. The nay-sayers delighted in the inevitable glitches during implementation. But the adjunct faculty came alive. We decided to add a voice mailbox for each adjunct faculty member, and I got credit for the decision. Instantly I started getting wonderful phone calls and found nice notes slipped under my door. The message from one typified the rest: "I have been an adjunct here for over ten years. I can't tell you how much it means to me to be able to tell my students that they can call me at the college. Just like their other instructors — not at home; not at another job somewhere else; they can actually call me at the college. For the first time, I feel like I actually belong here."

"I belong." What a wonderful statement; what a marvelous feeling. But how sad to "not belong" in your job for over ten years. I remember a time when I reported to a job and they were not quite ready for me. I didn't have a desk for several days, it took a week or so to get a phone extension, and I didn't feel like I was really part of the organization until the directory was updated and I could see my name listed. This was just a few weeks. I can only imagine what it must be like to report to work day after day, week after week, class after class, and never really belong.

This issue of *Academic Leadership* is filled with tips for inclusion of adjunct faculty. There are many positive steps that can be taken for this wonderful group of professionals that are so vital to our colleges. I'm glad my small service organization did our part in setting up voice mail, and later e-mail, for each of them so that they could equally share these resources with everyone else. I encourage you to look at the areas you're responsible for and seek out these messages of inclusion in your own way. It's great to hear the words, "I belong." And it's great to be a hero.

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JOURNAL OF THE CHAIR ACADEMY VOL 3 NO 2 FEBRUARY 1997

Innovation & Change:

How to Succeed with the Inevitable

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Cover Image: *Innovation & Change*
After Hours Creative

EXECUTIVE DIRECTOR'S NOTEBOOK

Welcome to the second issue of Academic Leadership for the 1996-1997 academic year. The theme for this issue is "Innovation and Change: How to Succeed with the Inevitable." And I certainly hope our feature articles inspire you towards success with the innovations and changes occurring in your colleges.

In our first article "Innovation and Educational Reform," Terry O'Banion offers inspiration and guidance to organizational leaders as they attempt to institutionalize educational reform in their institutions. Linda Schwandt, in her article, "Enhancing Faculty Vitality and Innovation," discusses opportunities and challenges for organizational leaders as they investigate ways to enhance the work of their faculty so as to foster the increased effectiveness of their institutions. And finally, Paul Elsner offers an inspirational viewpoint in "How to Live with Organizational Chaos, and Come to Love It!" when drawing on his own experiences to provide a challenging and exhilarating view of community colleges in the 21st century.

As usual, our "Tips and Tools" section continues to offer insightful and practical information regarding innovation in the classroom and throughout your institutions. Our contributing authors once again share ideas which should prove useful to you.

I hope you enjoy this issue of Academic Leadership. Your comments, ideas, and options are always welcome. Happy New Year and have a great spring semester!

Gary L. Filan

P.S. Mark your calendars. Our 1997 Institute for Leadership Training and Development locations and dates have been finalized. We will be holding our Institutes this coming June and October in Breckenridge, CO and Pittsburgh, PA. Call the Chair Academy at 602-461-6270 for information.

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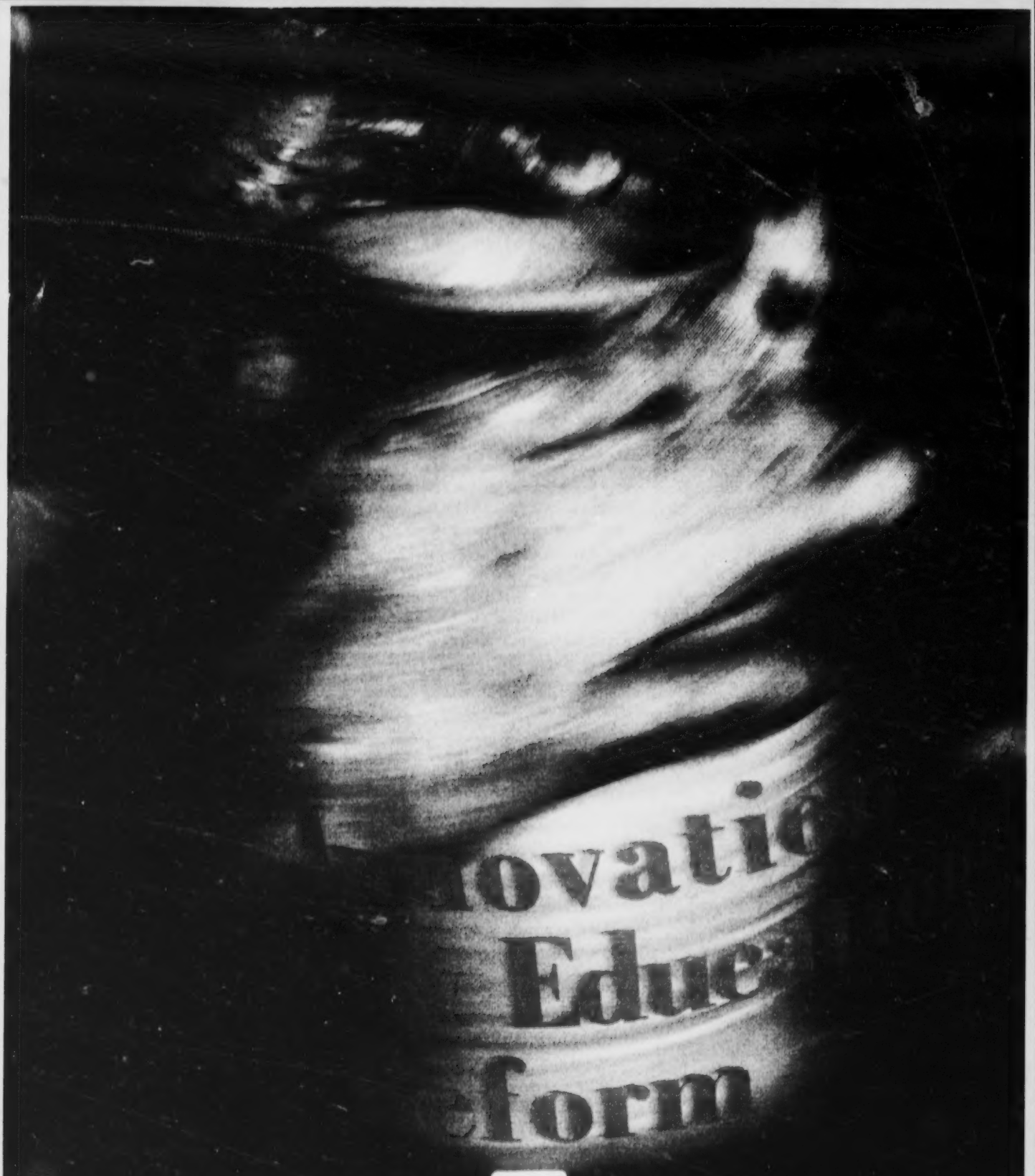

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by Terry O'Banion - Executive Director, League for Innovation in the Community College

This article is adapted from A Learning College for the 21st Century to be published by the American Council on Education and the American Association of Community Colleges in early 1997.

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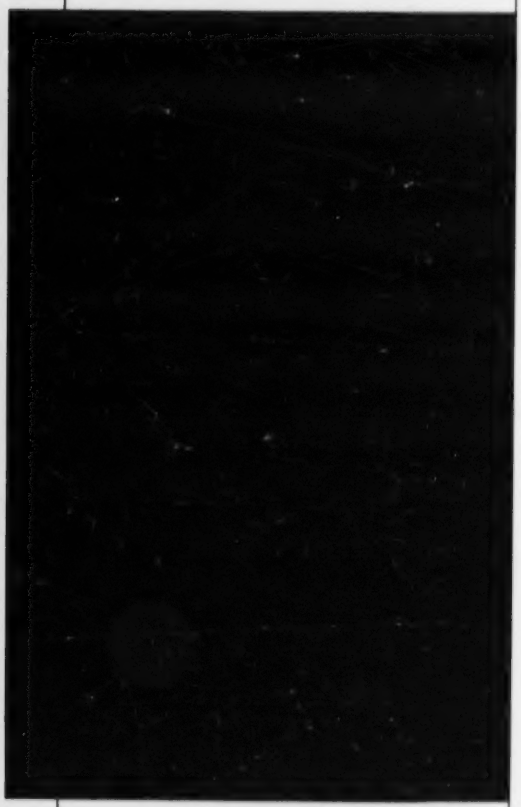


Over the past two decades, two major forces or movements have been emerging across the higher education landscape that have significantly influenced the educational enterprise. In 1983 the publication of *A Nation at Risk* triggered one of the most massive educational reform efforts of this century; also in the early 1980s a renaissance of innovation was surging throughout community colleges across the country. In retrospect, it now appears that the reform movement and the renaissance of innovation were and continue to be inextricably linked, one movement interacting with the other, each movement influencing and being influenced by the other.

The Waves of Educational Reform

There have been two waves of educational reform since the early 1980s. The first wave was launched by *A Nation at Risk* that warned "the educational foundations of our society are presently being eroded by a rising tide of mediocrity" (National Commission on Excellence and Education, 1983). Throughout the rest of the decade of the 1980s, reform efforts were intensified at national, state, and local levels with leadership from governors, state legislators, state and national educational leaders, foundations and educational organizations, and individual principals, presidents, and faculty leaders. In the decade between 1982 and 1991, after adjusting for inflation, funding for K-12 schools increased by $57.2 billion, or more than 50 percent, as an expression of the commitment to reform. Per-pupil spending increased an average $1,250, or 30 percent, above the level required to keep pace with inflation (Augenblick, 1993). As part of reform efforts, every state raised requirements for high school graduation. Many states also increased standards for teachers and expanded state assessment programs.

Over 100 national and over 300 state reports were issued during the 1980s with specific recommendations for educational reform. This first wave of educational reform culminated in the National Education Goals created by the nation's governors in 1989 and later recast as Goals 2000 by the Clinton administration. The reform efforts triggered by *A Nation at Risk* were now set as part of national policy with support from the states.

In the early 1990s the reform efforts of the 1980s began to be analyzed. The outcomes of the analysis have been dramatic, but not in the ways that reformers had hoped. In a review of the impact of *A Nation at Risk*, George Leonard commented, "The painful truth is that despite the spotlight on schooling and the stern pronouncements of educators, governors, and presidents, despite the frantic test preparation in classrooms all over the country and the increased funding, school achievement has remained essentially flat over the past two decades" (1992, p. 26). Daggett (1992) analyzed the changing world of work in an unchanging world of education and concluded, "Despite 10 years of school reform, high school graduates in 1991 are less prepared for society in general, and the work place in particular than were graduates of the 1980s" (p. 3). The chairman and CEO of IBM, Louis V. Gerstner, Jr., in a speech to the National Governor's Association, reported in *USA Today*, also keyed off *A Nation at Risk* by asking, "What's happened since? Lots of hand-wringing; lots of speeches; lots of reports; but little improvement. U.S. students still finish at, or near, the bottom on international tests in math and science."

In the early 1990s a general consensus emerged that the efforts of the first wave of educational reform had been a colossal failure. The primary problem was that most reform solutions were proposed as add-ons or modifications to the current system of education. It is now clear that tweaking the current system by adding on the *innovation du jour* is not sufficient for substantive change. Fixing what is broken by repairing the pieces or grafting on a prosthetic technology will not address core issues. "The reform movement of the past decade has been nothing more than trimming the branches of a dying tree" (O'Banion, 1995, p. 1).

The early 1990s was a time of realignment for the education reform movement. There was growing recognition that tweaking the established system of education by adding on new programs or reorganizing existing programs would not create an educational enterprise capable of addressing the increasingly complex issues developing in American society. A second wave of education reform sounded a new theme that would create a powerful engine for bringing about substantive change in American education.

The second wave of education reform erupted in numerous national reports and pronouncements. A 1993 report, *An American Imperative: Higher Expectations for Higher Education*, issued exactly 10 years after *A Nation at Risk*, addressed many of the same problems but suggested

a different solution. *An American Imperative* strongly recommended that if American education is to be transformed, what is needed is "a seamless system that can produce and support a nation of learners, providing access to educational services for learners as they need them, when they need them, and wherever they need them" (Wingspread Group on Higher Education, 1993, p. 19).

Putting student learning first became the central theme of the second wave of educational reform and gave focus to a potent perspective leading to change. A learning revolution emerged in the early 1990s that suggested a new way of thinking about education, a new way of thinking that places learners first. Many leaders and organizations have held this vision for decades, but in the early 1990s, "placing learning and the learner first" became the universal cry of commissions, professional organizations, business leaders, policymakers, and, increasingly, educators from every sector of the educational landscape.

The Renaissance of Innovation

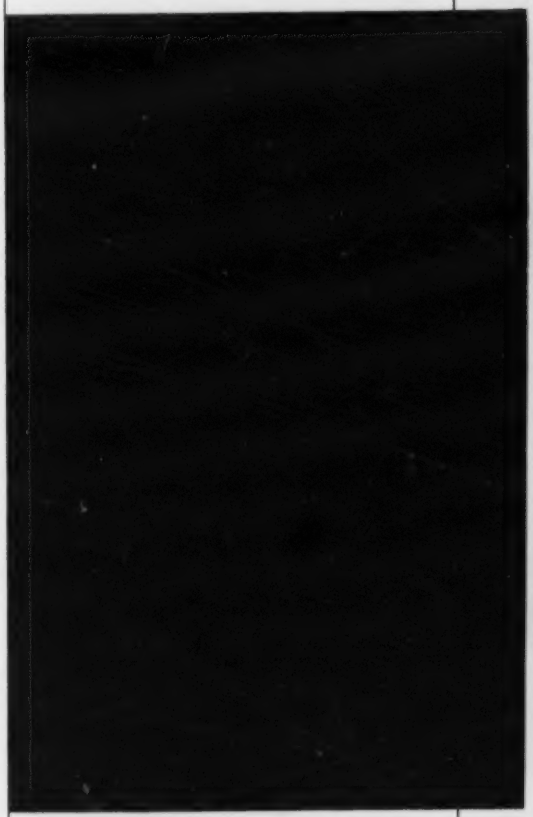
Since their beginning almost 100 years ago, community colleges have been institutions given to innovative practices and programs. In fact, "the community college as an institution is one of the most important innovations in the history of higher education" (O'Banion, 1989, p. 1).

The 1960s was the "Golden Age of Innovation" for community colleges. "Driven by the demand for access, the community college of the 1960s grew rapidly and experimented constantly in response to new roles, new needs, and new students" (O'Banion, 1989, p. 7). The League for Innovation in the Community College was born during this period as a reflection of the innovative spirit of this rapidly expanding sector of higher education. However, "During the middle 1970s and into the early 1980s, interest in innovation declined as complex social and economic forces altered the environment in which innovation had flourished" (O'Banion, 1989, p. 7). Cross (1981) observed at the time "that the late 1970s and early 1980s represent a plateau between two periods of high energy and a sense of mission in the community colleges" (p. 113).

That plateau was not to last for long. "As the 1980s passed into the 1990s, innovation is returning to center stage. At every level of education, in all parts of the country, and for a variety of reasons, there is a renaissance of innovation" (O'Banion, 1989, p. 10). The resurgence of innovation in the community college began in the middle 1980s reflecting, in part, the energy generated by the reform movement initiated by the 1983 report, *A Nation at Risk*.

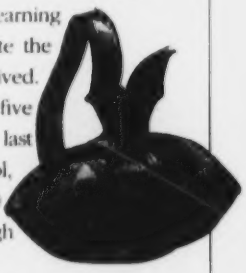
> "Shocked out of the doldrums of the 1970s by dozens of national reports on the decline in the quality of education, community colleges, along with other institutions of higher education, are committed to overcoming the problems of the past decade. College leaders and faculty are beginning to recognize, on the one hand, the lack of quality in their programs, and, on the other hand, the need for increased quality if the very nation is to flourish. These factors are driving forces for innovation." (O'Banion, 1989, pp. 10-11).

So while reform was being advocated, community colleges were going about their business "reforming" practices by introducing a variety of innovations including classroom assessment, learning communities, distance learning, tech-prep, business and industry services, distinguished teaching chairs, and a host of others. While these innovations were not cast in the framework of major reform, each innovation became a mechanism for targeted reform of special problems. The special problems these targeted innovations addressed were embedded in the historical architecture of education that is increasingly cited as one of the major barriers to substantive reform.



The House That Carnegie Built

The "Carnegie unit" is a metaphor for a vast array of traditional structural elements that have provided the framework for American schooling for generations of students — a framework that is the primary target of current education reform. The "Carnegie unit" is equivalent to the one credit students receive for a year-long course in high school, an early attempt to measure accumulated learning in order to communicate the amount of learning received. Ideally, students earn five credits in each of the last four years of high school, and the accumulated 20 credits earn them a high school diploma.



The "Carnegie unit" is but the tip of a very large iceberg that has frozen education into a structure created for an earlier social order. The current architecture of education was created at

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the end of the last century when 90 percent of the population left school after the eighth grade and when the industrial revolution began to replace an economy built on agriculture.

In an agricultural society, students were needed by their families to work on the farms. Schools were designed to end in the middle of the afternoon so that students could be home before dark to milk the cows, gather the eggs, and feed the hogs. Summers were set aside for major farm chores: harvesting crops, tilling new land, building barns, and repairing tools and fences. In Plant City, Florida, a major strawberry-producing center, the schools, as late as the 1940s, were referred to as "strawberry schools" in recognition of their adaptation to an agricultural economy. "Everyone recognizes it [the academic calendar] for what it is: a relic of an agrarian society in which all able-bodied men and women were needed in the fields at certain times of the year" (Lovett, 1995, p. B1).

When the nation changed from an agricultural to an industrial economy, the old school structure remained but was updated and streamlined to fit the new industrial model. "Scientific management" and hierarchical organization, the bedrock principles of bureaucracy, were introduced in the schools, in part to socialize youth in the virtues of order and discipline. More importantly, the modern factory, pioneered by Henry Ford in the production of automobiles, appeared ideally suited to schooling that up to this point had flourished in the cottage industry of one-room schoolhouses. Schools could be operated like factories, with students as products moving through an assembly line. Teachers were the workers who turned out the products, and they were in turn managed by principals and presidents, the management bureaucracy.

Reformers have been consistent in their criticism of the constraints on learning reflected in the industrial model of schooling. John Dewey, an earlier reformer, said, "Nature has not adapted the young animal to the narrow desk, the crowded curriculum, the silent absorption of complicated facts" (Dewey & Dewey, 1962). K. Patricia Cross, a leading advocate for educational reform throughout her career, observed over 20 years ago: "After some two decades of trying to find answers to the question of how to provide education for all the people, I have concluded that our commitment to the lock-step, time-defined structures of education stands in the way of lasting progress" (1976, p. 171). More recently, the Tofflers (1995) have noted that "America's schools . . . still operate like factories, subjecting the raw material (children) to standardized instruction and routine inspection" (p. 13).

Today this inherited architecture of education places great limits on a system struggling to redefine itself. The school system, from kindergarten through graduate school, is time-bound, place-bound, efficiency-bound, and role-bound. (See Figure 1.) As part of the second wave of education reform, there is almost universal agreement that these bonds must be broken if the schools are to be redesigned and reengineered to place learning first. "Putting learning at the heart of the academic enterprise will mean overhauling the conceptual, procedural, curricular, and other architecture of postsecondary education on most campuses" (Wingspread Group on Higher Education, 1993, p. 14). There are many other factors, of course, that must change if the schools are to be transformed, but the transformation of the structural elements is essential, and changes in the historical structure will provide highly visible testimony to changes in policy, governance, funding, mission, and values.

FIGURE 1
STRUCTURAL/TRADITIONAL LIMITS ON EDUCATION

Time-Bound	Place-Bound
• class hours	• campus
• semester course	• classroom
• school year	• library
Efficiency-Bound	**Role-Bound**
• linear/ sequential	• expert
• ADA/FTE	• lecture
• credit/grade	• sole judge

INNOVATING TO CHANGE THE ARCHITECTURE

Innovations can now be understood as the struggles of creative faculty and administrators to change the historical architecture of education that acts as a barrier to change. The effort to break down the walls of the house that Carnegie built is probably the motivating impulse for most educational innovation. It can be amply illustrated that many current innovations have been designed as specific interventions to address the limitations placed on teaching and learning by the time-bound, place-bound, efficiency-bound, role-bound architecture inherited from earlier times.

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Time-Bound. Every teacher who has ever lived knows full well the tyranny of time forced on the system by the creation of the "class hour." The National Education Commission on Time and Learning (1983) declared: "Unyielding and relentless, the time available in a uniform six-hour day and a 180-day year is the unacknowledged design flaw in American education. By relying on time as the metric for school organization and curriculum, we have built the learning enterprise on a foundation of sand."

Herding groups of students through one-hour sessions daily in high schools and three days a week in college flies in the face of everything known about how learning occurs. No one believes that 30 different students arrive at the appointed hour ready to learn in the same way, on the same schedule, all in rhythm with each other. The National Education Commission on Time and Learning (1983) concluded, "Learning in America is a prisoner of time. For the past 150 years, American public schools have held time constant and let learning vary . . . . Time is learning's warden" (p. 7).

Many innovations have been developed to change the time-bound architecture of education, but three will serve as good illustrations: open entry/ open exit programs, distance learning, and computerized assessment testing.

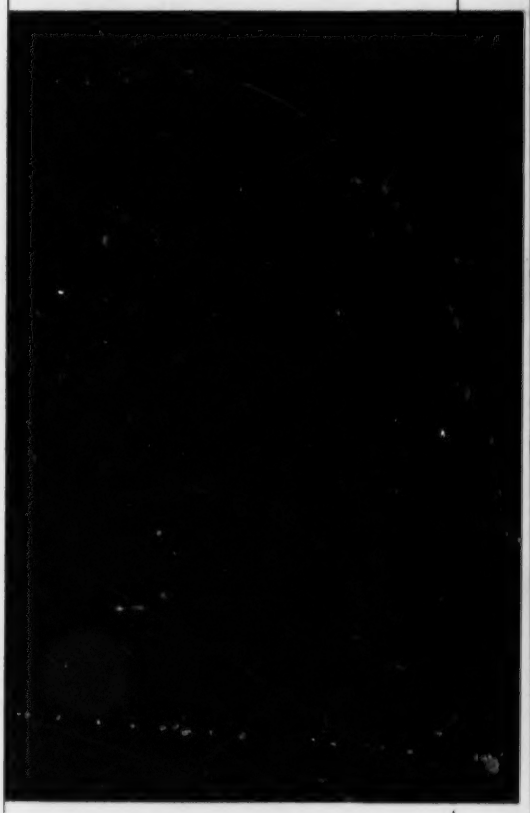
Many vocational-technical programs in community colleges have created open entry/open exit programs allowing students to enter these programs at almost any time or at least at a number of different points during the "regular term." Perhaps more important, and more innovative, is the open exit format that allows students to receive credit as soon as they satisfactorily complete a prescribed course of study, even if this point occurs long before the end of the term. In this model, time is abolished as a factor, and the student achieves the often-voiced ideal of moving at his or her own pace.

Distance learning in all of its various forms — correspondence courses, telecourses, radio, telephone, computers, fax, etc. — has the potential of breaking down the barrier of time, but usually within the established framework of semesters or quarters. Distance learning activities are usually more flexible than the scheduled class hours of traditional instruction, and appeal to some students and faculty for this reason, but the full potential for distance learning as a boundary breaker for time will not be realized until distance learning activities are asynchronous and fully controlled by the learner.

On the great majority of community college campuses, new students are assessed for course placement. Historically the assessment has been scheduled in the summer, and students take timed tests. Computerized assessment testing is an innovation that frees the institution and the student from these time restrictions. Now hundreds of community colleges allow students to come to an open laboratory to take an untimed computerized assessment that is much more accurate and much more efficient than earlier time-bound models of assessment.

Place-Bound. School as a place is deeply embedded in the collective unconscious of a people who made great sacrifices to construct their first college in 1636. This early pattern of school and schoolrooms has been stamped indelibly on each successive generation as the natural order of the world of education.

"The design and practices of our childhood schoolrooms tend to be reproduced in most education and training settings, even those that aspire to be nontraditional or 'radically innovative.' Despite decades of experience with models, demonstrations, and experimental programs, the "New American School" persistently gravitates back to our familiar models of school, classrooms, and teaching." (Perelman, 1992, p. 125)



Schools are as place-bound as they are time-bound, and together these two traditions constitute a formidable barrier to change. Leonard (1992) says, "The conventional classroom . . . is the isolation cell, the lock-up" (p. 28). If the student is to be freed for more powerful learning experiences and the teacher is to be freed to facilitate that learning in a more powerful way, then the walls must crumble, the boundaries made limitless. "The metaphor of a classroom is a powerful one. This most basic and fundamental unit of academic life — the sanctity of the classroom and the authority of the teacher within it—is about to be turned inside out" (Plater, 1995, p. 27).

Many creative faculty have been trying to turn the classroom inside out for years, recognizing that the classroom and the campus are architectural constructs that can limit a student's and a faculty's access to learning. Again distance learning is a boundary breaker, but so are innovations in service learning and school-to-work programs.

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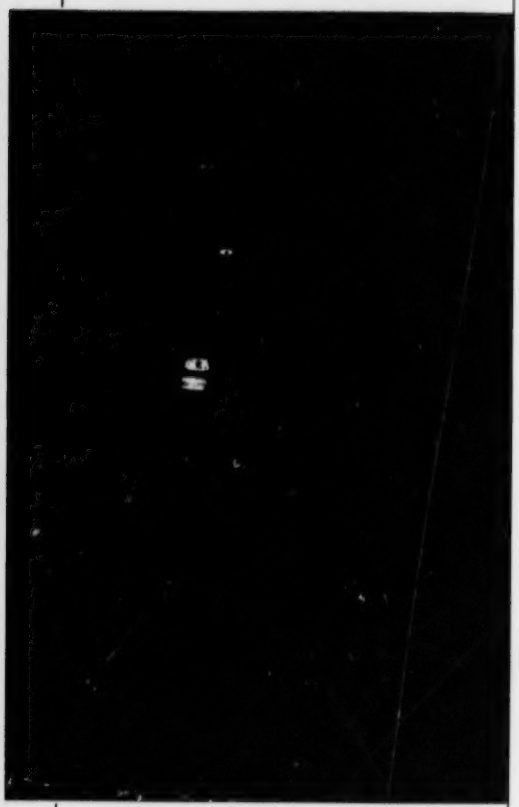


Distance learning is one of the most powerful innovations to break down the restrictions of place-bound models of education. Increasingly, hundreds of community colleges provide opportunities for students to take courses in their homes and at work sites through distance learning. The recent creation of the International Community College, the World Community College, and the Virtual University is an indication of how rapidly educational institutions are adapting to distance learning. Utah Governor Michael Leavitt has clearly framed the issue: "There was a time when if you wanted a college education you went to a college campus because that's where the professors and information were, but technology is changing all that. Education no longer has to be bound by place. In the Knowledge Age, the knowledge will go where the people are" (Media Advisory, 1996).

Service learning is the current version of an old innovation designed to move learning off campus. Decades ago Antioch College required every student to participate in off-campus work or a voluntary experience as a way of making education more meaningful. In the current model, students participate as volunteers at selected off-campus sites, and their experience is often coordinated as an extension of on-campus courses in which they are enrolled. On-site mentors in community organizations provide guidance for the hands-on experience. Back on campus, the experience is often analyzed and reviewed in groups of participants that focus on the altruistic values of voluntary work. Classroom activities are enriched when students write about their service learning experiences or develop projects around their voluntary work.

The school-to-work initiative supported by the federal government is also a current version of earlier innovations that moved education off campus. Cooperative education programs and apprenticeships are earlier forms of school-to-work that are deeply embedded in the culture of vocational programs operating on community college campuses. In the school-to-work model, colleges are exploring cooperative internships with business and industry so that students can link their formal schooling to experiences on a work site as a way of enhancing learning in both locations.

Efficiency-Bound. Of all the traditional architectural elements of schools, critics have been most vocal about the negative influence of the efficiency model. Perelman (1992) writes, "Education developed in scale and bureaucratic density to mimic the industrial bureaucracy it was styled to serve. Education in its less than two-century-old modern form is an institution of bureaucracy, by bureaucracy, for bureaucracy" (pp. 118-119). Leonard (1992) makes much the same observation: "From the beginning it was an administrative expediency, an attempt to adapt the tutor-learner system to mass education, a crude way of handling a large number of learners with a much smaller number of teachers. We were able to get away with it in the past chiefly because our society required few academically or technically educated citizens" (p. 26).

Sizer (1984) noted a decade ago that the hierarchical bureaucracies of contemporary schools are "paralyzing American education. The structure is getting in the way of children's learning" (p. 206). And Drucker (1992) weighs in with the astute observation that "nothing is less productive than to make more efficient what should not be done at all" (p. 29).

Innovative faculty have often modified the structure of education to bypass the limitations created by the efficiency model. Learning communities, project-based education, and electronic forums are good examples of recent innovations designed to change the efficiency-bound model of education.

A curricular intervention designed to enhance collaboration and expand learning, a learning community purposely restructures the curriculum to link together courses to provide more coherence in learning for students and for faculty. The structures are also referred to as learning clusters, triads, federated learning communities, coordinated studies, and integrated studies; but the term "learning community" has emerged as the favorite descriptor. In the most common models of learning communities, faculty from three different courses link their courses under a common umbrella such as "Reading, Writing and Rats," and the same 30 students enroll for all three courses. The course structure then evolves from the needs of the students and the particular arrangement and combination of the three courses and the creativity of the faculty. Considerable research is beginning to emerge that shows that learning communities can create significant outcomes in information learned and in retention.

Project-based education is currently championed by the Autodesk Foundation which recognizes that this innovation is rooted in the Progressive Education Movement of the '30s and '40s. In project-based education the efficiency-bound model of education is totally rejected, and all learning is constructed around significant projects in which students and teachers engage in a variety of activities that govern all time, place, efficiency, and role factors. A project such as redesigning a city park or saving a section of the redwoods in a nearby forest provides the framework for an extraordinary range of learning activities that fly in the face of the historical architectural limitations on education.

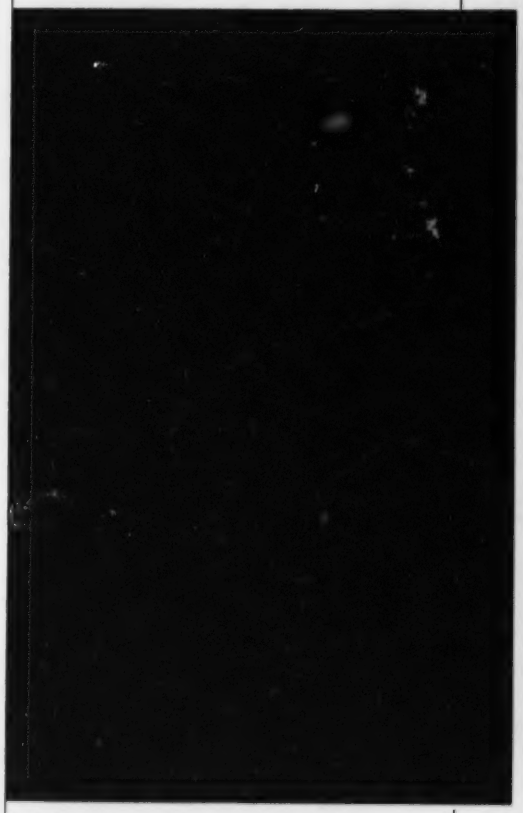
Electronic forums emerged from the practice of electronic journals pioneered in a number of composition courses. The electronic forum provides an opportunity for students to communicate with each other and with instructors on the computer, and the amount of writing in these courses has increased greatly through this mechanism. Based on the success of involving students more actively in communicating with each other in the electronic journals, several colleges, particularly the Maricopa Community Colleges in Phoenix, Arizona, have created a series of electronic forums across this large 10-college district. The electronic forum is basically a "chat room" and covers hundreds of different topics reflecting the diversity of interests of community college students. Some faculty use electronic forums as extensions of their classes, and students join each other in homework assignments via the electronic forum. Electronic forums are created by anyone, student or faculty member, who wishes to engage others in sharing ideas and collaborating on projects and learning activities. The restrictions usually associated with efficiency-bound models of education have to date not been able to place any limitations on electronic forums.

Role-Bound. In addition to an architecture that is time-bound, place-bound, and efficiency-bound, teachers have had to work within a traditional role-bound framework that prescribes how they should function. Perelman (1992) describes the basic model of education in vivid terms:

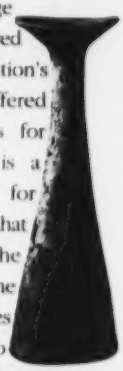
> "There may be no more common and erroneous stereotype than the image of instruction as injecting knowledge into an empty head. Whether in a typical schoolroom, or a congressional hearing, or a corporate training session, the same one-way process is acted out. In each, the teacher or expert faces the learners, taking on the critical role of 'fountain of knowledge.' The learner plays the 'receiver of wisdom,' passively accepting the intelligence being dispensed, like an empty bowl into which water is poured" (p. 135).

If the dominant role for teachers has been that of a conveyor of information, the conveyor belt has been the lecture. "Lecturing is the overwhelming method of choice for teaching undergraduates in most institutions" (Terenzini & Pascarella, 1994, p. 29). Despite a large body of evidence gathered over many years regarding the inadequacies of the lecture method, the current architecture supports and encourages its continuing and widespread use. One study (Pollio, 1984), for example, found that teachers in the typical classroom spent about 80 percent of their time lecturing to students who were attentive to what was being said about 50 percent of the time.

There have always been creative mavericks who step outside the traditional role model for teachers, and every institution can identify its colorful characters and its iconoclasts. These individual mavericks, however, seldom influence major change; it is the institutionally-initiated innovations that have the most impact in creating changes in the roles of faculty. Customized training programs, classroom assessment, and peer tutors are innovations that aim to break down the role restrictions.



In a study by the League for Innovation in the Community College (Doucette, 1993), it was discovered that 96 percent of the nation's community colleges offered customized training programs for business and industry. This is a remarkable development for community colleges and one that has had great impact on the mission and the structure of the institution. As community colleges expanded their services to business and industry, they began to realize that most faculty were too role-bound to teach in this new program. As a result, many community colleges have created a special category of "contract faculty" who are more adaptable to the teaching needs of customized training. In the 1993 League survey, approximately one-half of the nation's community



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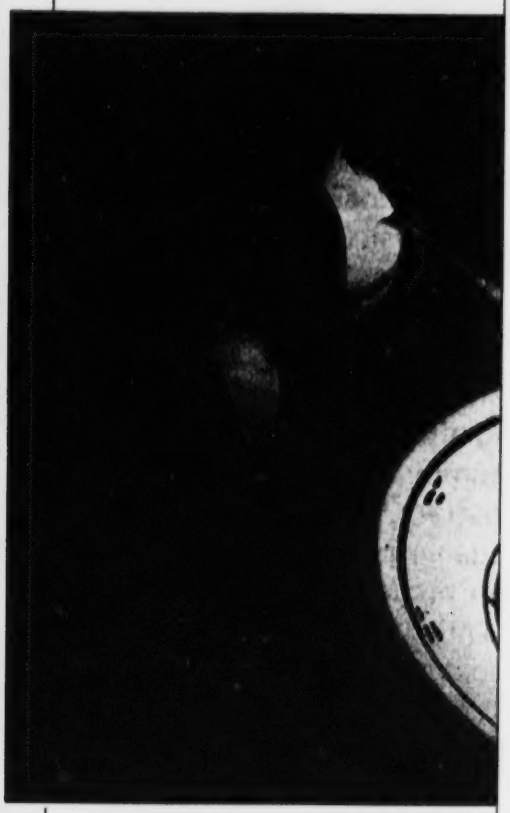

colleges used "contract faculty." In some institutions the program of customized training is referred to as a "shadow college" in recognition that a new institution has had to be developed because the traditional time-bound, place-bound, efficiency-bound, and role-bound architecture of the past was not designed to respond to new needs in the society.

Classroom assessment is designed to operate within the boundaries created by the traditional architecture of education, but applied in the classroom it has had profound impact on the traditional role of the instructor. In classroom assessment, instructors ask for feedback at critical points to determine if students are understanding and learning what the instructor intends. This process involves the student as a partner and requires instructors to alter strategies in midstream if they are not achieving the desired results. The instructor's teaching is thus much more visible for examination, as is the student's learning — a considerable departure from established roles for instructors and students.

Students have always been important learning resources for other students as far back as the little red schoolhouse when older students tutored younger students. More recently the valuable role of student-to-student learning has been confirmed in the Seven Principles of Good Undergraduate Education and in the work of Uri Treisman. Carefully selected, properly trained, and appropriately monitored students can participate as powerful agents of learning in institutions that are not restricted by the role-bound models of the past.

Innovation as Reformation

A case can be made that innovations in general, and specifically those briefly noted in the section above, are designed to bring about change and are, therefore, soldiers marching in the army of reform. In a recent monograph on workforce innovations, Grubb (1996) cites the report of a tech-prep coordinator who said, "This project may have come to life under the auspices of the tech-prep project, but it has opened a window on the fundamental mission of the community college, indeed of all education" (p. ix).

In this statement Grubb recognized that an innovation begun at one level has the potential for much greater change. He said, "These innovations start out as ways of enhancing occupational preparation, which is only one mission of the community college; but they can end up as innovations that influence many of its missions" (1996, p. ix).

Innovations usually do target a specific practice or program, and while some leaders recognize the broader implications and applications of innovations, most innovations do not create major institution-wide change, certainly not the kind of change that can fly under the banner of institution-wide reform. In fact, most innovations emerge in isolation as standalone programs or practices championed by a select group whose members are often unaware of and uninterested in other innovations percolating throughout the institution. Even when innovators are encouraged with special institutional grants and institution-wide recognition, they still operate in isolation. There is seldom any effort on the part of innovators or institutional leaders to connect their work and their energy for a larger purpose.

Every community college has its share of innovators. Every community college has attempted to change the limitations placed on teaching and learning by the time-bound, place-bound, efficiency-bound, and role-bound historical architecture of education. The moment waits for a visionary leader to create a new framework from existing innovations by cobbling together these innovative practices and programs into a newly assembled gestalt. If the energy and creativity of the innovators could be channeled into a common cause and focused on changing the historical architecture prevalent everywhere in education, substantial educational reform could become a reality for many community colleges.

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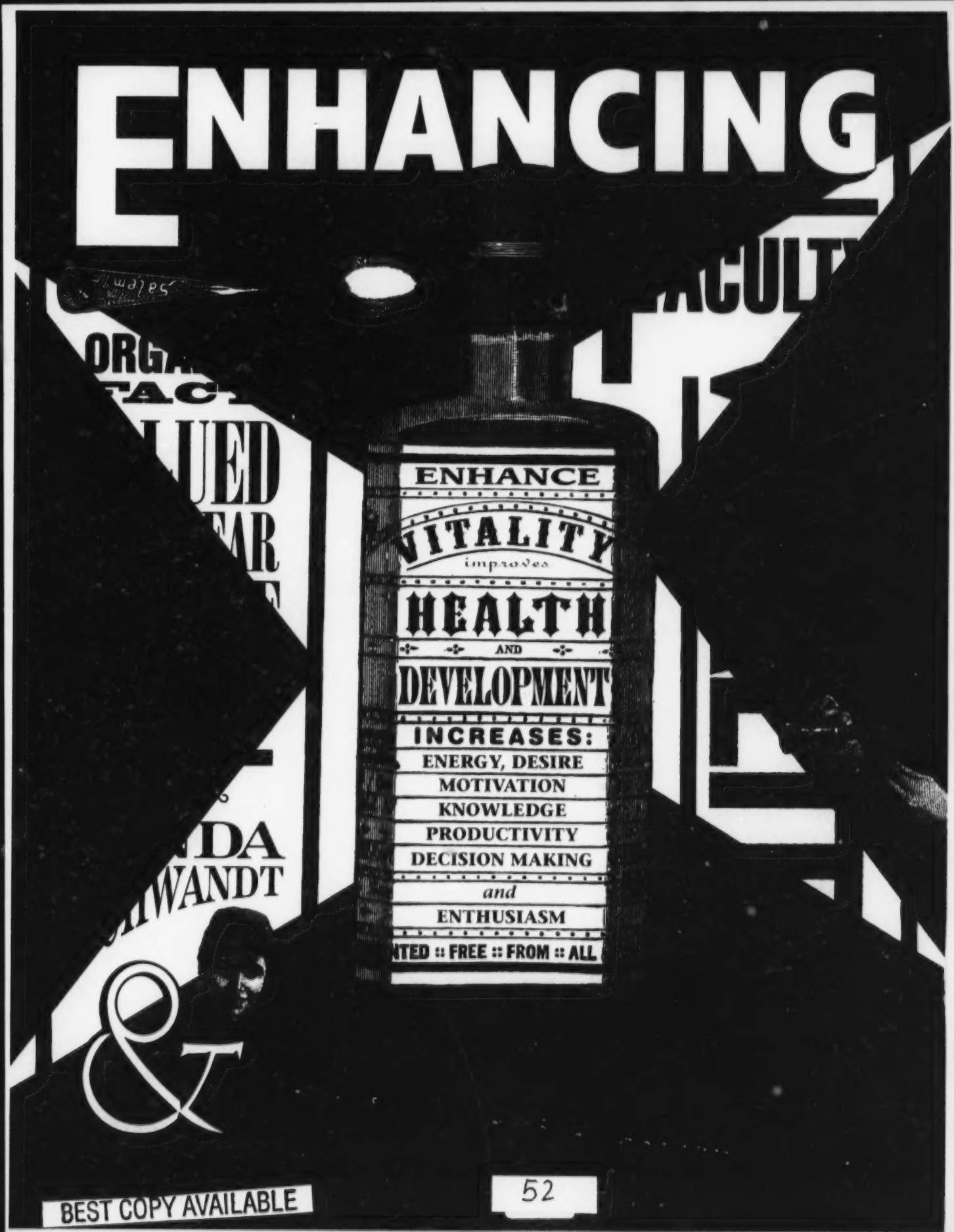

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Traditional approaches to higher education are no longer adequate to meet the needs of today's diverse adult learners, their future employers, or the greater society. Recognition of the need for new, innovative, and more effective curriculum and teaching strategies exists at all levels of higher education. The changing student clientele and the increasing educational technology available to faculty, combined with the demand to do more with fewer resources, present a number of challenges to both faculty and academic administrators.

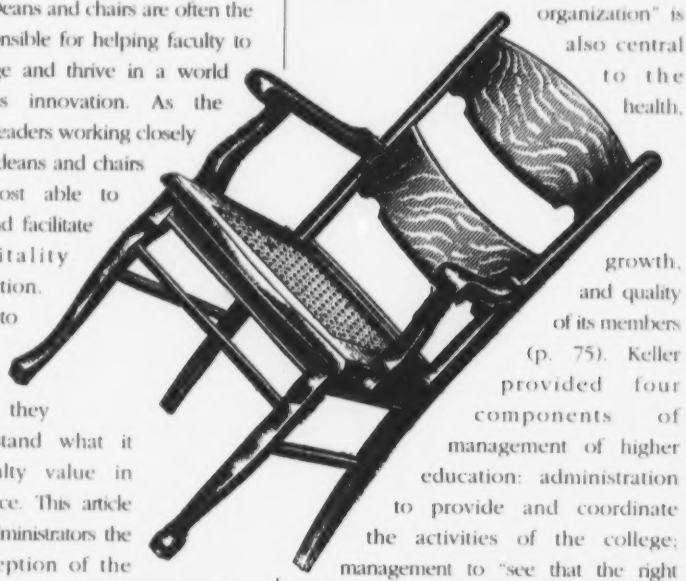
The American Association of Community and Junior Colleges Commission on the Future of Community Colleges, in *Building Communities: A Vision for a New Century* (1988), stressed the importance of the relationship between teaching and learning and identified the increasing need to employ effective teaching techniques that engage students in active learning. While faculty in all types of institutions of higher education must become more innovative in their teaching, adjusting their teaching methodology to increase student learning, the burden is particularly great for faculty who teach in two-year colleges. Community and technical colleges, often with open admission policies, are serving an increasingly diverse student population that frequently has greater need for effective teaching. In addition, in these colleges where many of the faculty members teach technical skills as part of an occupational program, instructors are faced with continually learning new skills and attempting to comprehend rapidly changing technology.

Miller, Seagren, and McCormack (1996) found that program chairs clearly recognize that "maintaining program quality, strengthening the curriculum, and maintaining a quality faculty" are among their greatest challenges (p. 23). If colleges are to continue to educate students successfully for a changing world, the faculty must be future-oriented and willing to take professional risks as they attempt to use new knowledge and teaching techniques. Deans and chairs are often the leaders responsible for helping faculty to accept change and thrive in a world that requires innovation. As the instructional leaders working closely with faculty, deans and chairs are also most able to encourage and facilitate faculty vitality and innovation. If leaders are to be successful in assisting their faculty, they must understand what it is that faculty value in their workplace. This article clarifies for administrators the faculty's perception of the organizational factors that are important to them. It also provides an explanation of the relationship between the faculty's perceptions of organizational factors and the extent of the vitality and innovation they bring to their work.

THE IMPORTANCE OF THE DEAN OR CHAIR

The relationship of faculty vitality and innovation to institutional vitality and innovation seems to be universally accepted as direct and important. This relationship ought to encourage the leaders in institutions of higher education, especially deans and department chairs, to investigate ways to enhance the work of their faculty so as to foster the increased effectiveness of their institutions.

Leaders in higher education, as in the business world, understand that the conditions of the work environment and the way that environment is managed influence the behavior of the people who work in it. Keller (1983) recognized that although institutions of higher education are in the "people business," they have "paid relatively little attention to the quality and productivity of their people" (p. 64). He suggested that what is "central to the health, growth, and quality of the organization" is also central to the health, growth, and quality of its members (p. 75). Keller provided four components of management of higher education: administration to provide and coordinate the activities of the college; management to "see that the right things are done" (p. 123); governance to establish organizational policy; and leadership to cause people in the organization to act.



If institutions of higher education are to be successful in this time of change, they must look to the component of leadership. One of the most essential levels of leadership influencing the faculty's willingness and ability to be energetic and innovative is the leadership that is provided by the dean or department chair. The continual learning necessary to acquire an understanding of how to use new equipment, software, or teaching methods can present a substantial — if not overwhelming — challenge to faculty members. The dean or chair as the most immediate instructional leader can facilitate or hamper the faculty's willingness

to meet the challenge. Schuster (1985) referred to the encouragement, recognition, and appreciation of faculty by their leaders as the necessary and intangible factors that foster faculty vitality and innovation.

In light of the "radical changes" currently underway and still to come in higher education, Munitz (1995) posited the imperative need for colleges and universities to "restructure their management processes and modify their traditional notions about academic leadership" (p. 9). While Munitz was speaking specifically of presidential leadership, he could have included all levels of leadership in his comments. Deans and chairs must also modify their leadership and, if they are wise, they will look to the faculty for an understanding of how to do so.

Gmelch and Miskin (1996), emphasizing the importance of department level leadership, suggested that effective department leaders are able to provide a long-term perspective that serves to motivate faculty in their work. They focused on the development of teams as a useful tool to facilitate department quality and suggested that a supportive environment is necessary to build effective teams. According to Gmelch and Miskin, a supportive environment includes the elements of goals, constructive conflict, decision making, professional development, and leadership. These elements of a supportive environment offer a useful backdrop against which to consider the environmental factors that faculty believe enhance their work life and consequently their ability to be enthusiastic, vital, and effective.

ORGANIZATIONAL FACTORS VALUED BY FACULTY

A study conducted in four colleges of the Wisconsin Technical College System found that occupational faculty members value four environmental factors: receiving adequate financial compensation; having shared values with the organization and variety in their work; receiving administrative support; and having an appropriate workload (Schwandt, 1996). The study also concluded that a significant relationship exists between faculty members' perceptions of particular environmental factors and the kinds of professional activities through which faculty exhibit vitality, commitment, and innovation in their work.

The findings of the Wisconsin study provide data that, in many ways, support the concepts presented by Gmelch and Miskin. More importantly, these data offer a faculty perspective that instructional leaders can use to increase their ability to provide a work environment that is most conducive to fostering faculty change and innovation. To encourage faculty innovation efficiently and effectively, instructional leaders can be informed by this study's identification of those factors in the environment that faculty value and that are related to how they go about their work.

While deans and chairs are frequently unable to cause significant change in the level of financial compensation offered to faculty, they are often able to have some influence over the other three organizational factors that faculty value: providing administrative support; ensuring shared values and providing variety in the work role; and offering an appropriate workload. Based upon the study's findings, each of these organizational factors has been further clarified and delineated from the faculty's perspective.

ADMINISTRATIVE SUPPORT

In this time of needed change and innovation in higher education, faculty must be willing to take professional risks, try new teaching methods, collaborate more with colleagues, and take advantage of available opportunities for professional development. Baldwin (1987) found that vital, innovative faculty viewed their instructional administrators as the facilitators of the faculty's professional development opportunities. He found that administrative support played an important role in shaping faculty career vitality.

The Wisconsin study identified significant correlation between administrative support and the faculty's level of initiative in curriculum development as well as their involvement with professional development. During interviews, faculty described a number of specific administrator behaviors that they believe to be important to them. Faculty are more willing to accept change and try new things if their administrators communicate well with them. In the eyes of faculty, effective communication on the part of the dean or chair includes both sharing information and expressing appreciation for the work faculty do with and for students.

It is evident that faculty expect the dean or chair to have significant insight into what their worklife truly entails. Faculty value administrators who understand their professional circumstances and who

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overtly and sincerely express appreciation to them for the work they do. Their work with students - teaching, advising and counseling - is clearly the faculty's highest priority. Faculty members have a strong desire to have their administrators demonstrate that they, too, value significantly the work faculty do with students.

Vital, innovative, risk-taking faculty recognize the necessity of on-going professional development. They give high marks to those administrators who encourage faculty to pursue professional development opportunities and who are able to find resources to support these activities. Innovative faculty often perceive as supportive those administrators who promote professional development activities and encourage risk-taking.

SHARED VALUES WITH THE INSTITUTION AND VARIETY IN WORK ROLE

Faculty who show initiative in curriculum development, frequently engaging in writing or revising course curricula or developing or revising program curricula, indicate that shared values with their institution are important to them. In addition, the faculty who feel that shared values with the institution and variety in their work role are important demonstrate greater initiative in their professional role by more frequently using new teaching methods, recruiting students, or presenting at conferences or seminars. Faculty believe that administrators who express an interest in what the faculty members are doing in their day-to-day work are better able to foster shared values between faculty and the organization than those administrators who appear to be removed from the daily lives of faculty.

Faculty also feel a strong need to experience variety in their work roles and may purposefully seek changes in their work. Increasingly, as colleges emphasize teams and focus on increasing their institutional effectiveness, faculty accept roles outside the classroom. For many faculty, this provides an opportunity to be revitalized or to use professional expertise in new ways. Deans and chairs who can facilitate variety in the work of their faculty can increase the innovation and vitality of those faculty members and thereby help to increase the innovation and vitality of the organization.

APPROPRIATE WORKLOAD

The faculty's pursuit of professional development opportunities as well as their initiative in curriculum development are significantly positively associated with their views of the importance of an appropriate workload. Faculty feel this is the most important organizational factor influencing their experience as a two-year college faculty member. The faculty express concern that, while administrators seem to place primary value on faculty time spent in the classroom, they expect faculty to do a variety of things outside the classroom, including serving on committees, learning new technology, advising students and student organizations, and interfacing with members of the community.

Faculty burdened with heavy teaching schedules are less inclined to involve themselves in the non-teaching activities that are increasingly becoming essential in bringing change to higher education. Those faculty who do take on significant non-teaching roles in addition to their teaching schedules often begin to suffer from low morale or burnout. The research findings indicate that deans and chairs who demonstrate understanding and appreciation for faculty's work beyond the classroom are more likely to foster innovation and positive change in their faculty. In the eyes of faculty, it is these administrators who work diligently to find time for the faculty to engage in non-teaching activities that are valued by faculty.

For vital faculty, engaging in professional development is often a significant element of their non-teaching activities. Sykes (1996) has proposed that the educational reform movement needs itself to be reformed so that ongoing professional development becomes an integral part of educational practice rather than an institutionalized, add-on activity. In much the same way, vital, innovative faculty understand that professional development in today's rapidly changing world must become an accepted component of their role, incorporated into their workday as part of their workload. These faculty value an administrator who understands the importance of this changing faculty role and works to find development time for them during the workday.

OPPORTUNITIES FOR DEANS AND CHAIRS

It is clear that relationships exist between faculty's perceptions of the importance of several organizational factors and measures of their vitality and innovation. Knowledge and appreciation of these relationships provide instructional leaders with ample opportunities to foster their faculty's vitality and the innovative changes necessary in higher education today. Understanding the faculty's values and attempting to provide an environment that contains the factors that faculty believe to be important can only serve to make the faculty, and ultimately the institution, more effective.

Since the perceptions of the dean or chair may be quite different from those of the faculty, understanding the faculty's perception of important organizational factors offers deans and chairs a very significant leadership opportunity. Effective leaders are those who provide the type of administrative support that faculty find valuable, rather than providing administrative support that they believe faculty desire.

Instructional administrators also have an opportunity to seek knowledge and understanding of the faculty's current work realities. Faculty are eager to help administrators learn about their worklife, both its rewards and its frustrations. Because faculty believe it is important to have administrators who have an appreciation for their work as teachers and who communicate this appreciation to them, administrators should accept the challenge of working toward continual improvement of their communication with faculty. It is important for academic administrators to remember that faculty desire communication with deans and chairs that includes both sharing of information and showing of appreciation for their work.

Faculty indicate that some variety in their work role is important. Deans and chairs have an opportunity to find ways to provide faculty with variety in the courses they teach or in non-teaching assignments. Seeing that the faculty have, to the best of the administrator's ability, a teaching schedule and other professional activities that the faculty member finds satisfying is an important dimension of being an instructional leader.

CHALLENGES FOR DEANS AND CHAIRS

While leaders' opportunities are substantial, so are their challenges. One of the most important organizational factors in the view of faculty is having an appropriate workload. It is inevitable that providing variety in work roles and an appropriate workload for faculty in two-year colleges will require that college leaders, as well as faculty, change their long-held perception that faculty work occurs primarily in the classroom. The dean or department chair is the leader who ought to be helping other college leaders change their perception of faculty work. A shift in thinking is necessary before colleges will bear the inevitable increase in instructional costs that this important organizational factor will require. This is a formidable challenge for instructional leaders in higher education.

Another daunting challenge before instructional leaders is to serve as point persons in reducing or eliminating the adversarial relationships that often exist between "labor" and "management" in two-year colleges. Administrators can then come to view faculty as partners in the necessary efforts to make their colleges effective and their programs state-of-the-art. In a culture of collective bargaining, a true partnership between faculty and administration is often difficult to develop. However, instructional administrators who understand and appreciate the organizational factors valued by their faculty increase the likelihood of a real partnership between faculty and administration. In institutions where a partnership between administrators and faculty exists, both organizational and individual success are enhanced even in the midst of inevitable change.

As two-year colleges seek to become more innovative, responsive, and effective in these times of rapid change, deans and chairs are uniquely positioned to provide valuable leadership through opening or expanding a dialogue with faculty to determine how best to facilitate the organizational factors that faculty value. Using the data found in this article to open the dialogue, deans and chairs can provide substantive organizational leadership in assisting their institutions to meet the demand to be innovative and effective.

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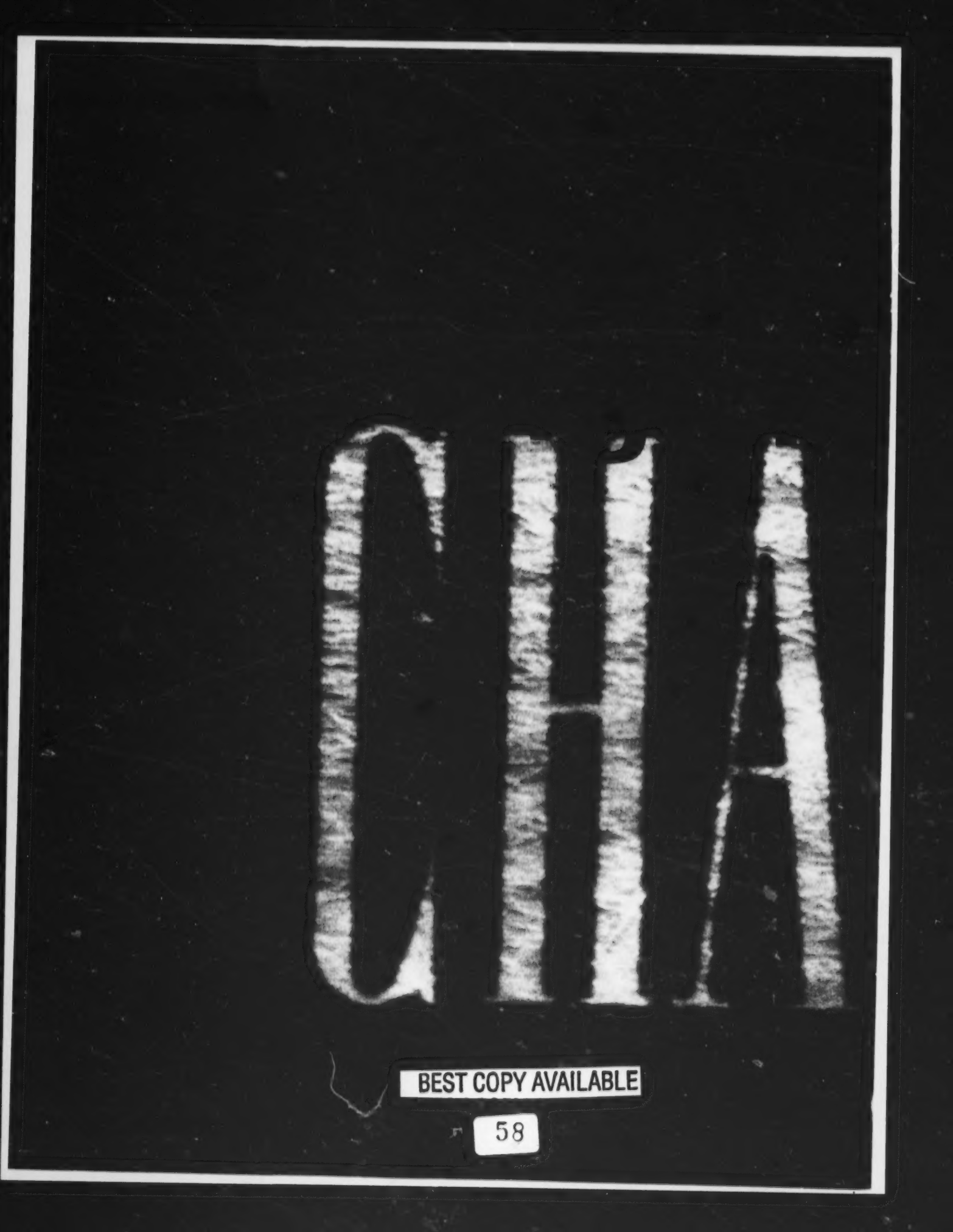

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An Address by

Paul A. Elsner,

Chancellor of Maricopa Community Colleges,
to the American Council on Education's
Annual Meeting in 1996

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Our Cartesian-trained minds do not allow us to see the patterns while we tack a sailboat. The shore is evident, but it appears nearer only after a time. So too, we must see the pattern over the event, the whole over the parts.

Paul Elsner, Ph.D., is Chancellor of Maricopa Community Colleges in Tempe, Arizona.

I will ask you to bear with me and look at the Maricopa Community Colleges as a complex, dynamic, fast-paced system of 10 autonomous, energetic, creative, decentralized and usually what our presidents jokingly refer to as "out-of-control colleges." Overlaid on this array of colleges, each quite different, are 200 centers, radio stations, vast telecommunications networks, and daily pop-up enterprises responding to the training needs of national cadres of leadership, in addition to globally-based training contracts, stretching from Europe to Chengdu, China.

This is a world, by all standard definitions, that can best be described as uncontrollable, unaccountable, and incomprehensible. However, I would hasten to add that our presidents and program leaders know exactly what and why they are doing what they do! To understand our complex organizations in the latter part of the 20th Century calls for a "new reality." What leads us to a need to understand a "new reality" includes at least the following:

- Old models of leadership, organization, and control do not seem to work well for these times.
- Organizations are really living systems — they can disassemble, recombine, move into turbulent periods, then stabilize as though they have their own intelligence, self-directions, and self-organizing capacities.
- Boards and policy leaders often mistake organizations for manageable, fixable, even controllable systems. We also often overestimate leveraging processes such as installing the perfect president, raising standards, and getting tougher on crime. In reality, many related and connected events cause change to happen.
- We tend to be "parts" oriented rather than "whole-patterns" insightful. We look for the intervention, not the connections to the subsets of results and linkages of events in our places and organizations.
- The metaphors of leadership have changed. The truth is, most dead-ahead, confrontational strategies are disastrous. Tacking, as in sailing, may be the more appropriate metaphor. Heading straight ahead may find us shipwrecked on the shoals.
- Hierarchical leadership calls up heroic images, but they have always been flawed.

Literature, history, and art have always told us that natural forces reclaim us through patterns, consequences, and outcomes. Eighteenth and 19th Century French writers have emphasized that most virtue or evil plays out in larger-than-life consequences.

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To a Balzac or a Flaubert, there were never any separated events. All greed was paid out later — one's life self-organized around single events. If Madame Bovary chose adultery, life-shaping contingent events and patterns would follow. Hamlet turned out to be indecisive, over-contemplative, frozen to act. Mark Anthony, while smitten by Cleopatra and seeming to be blinded by passion and love, really was unable to straddle two worlds: the Octavian world which he represented, cool, detached, procedural, ordered, and structured, in contrast to the Alexandrian world which Cleopatra represented, more mystical, intuitive, spiritual, ambiguous, and open-ended. Perhaps he was the precursor of our modern dilemma — an inability to straddle a Cartesian, analytical world and a chaotic, self-organizing, natural world.

Like Ahab in Moby Dick, we must learn that it is all right to be passionate, but not obsessive. Like the natural world (the sea in this case), it has its own order, its moral force, its ability to yield both retribution and redemption.

Modern administrators must see the roundness of the world. As Barbara Mossburg says - nothing spins off; it is all contained in one system.

Organizational events combine and recombine as well. However, the boundaries, invisible as they are, reveal themselves as events careen off the outer edges of a world. I am a pushover for such elegant allusions as the new science theorists would have us embrace. Who could resist the notion that a butterfly flapping its wings in Kobe, Japan, might influence the weather patterns over Lake Erie!

Our Cartesian-trained minds do not allow us to see the patterns while we tack a sailboat. The shore is evident, but it appears nearer only after a time. So too, we must see the pattern over the event, the whole over the parts. We need a new vocabulary of leadership, of organizational life, of the hints of patterns amidst ambiguity. The metaphors of leadership have changed, moving from an analogy of control to a metaphor of renewal. As Margaret Wheatley (1992) would say, "Our elements of our organizations need to recombine. If we let go of the world, it won't disintegrate. The world can self-renew."

This is an overly optimistic philosophy of leadership, of course. Wheatley adds that we need not confuse control with order. Many chaotic settings are preconditions for greater creativity. Not all out-of-control organizations are in trouble; they may only be recombining, restructuring themselves to face new conditions, new information, new external forces.

Chaos might be better described as rapid adjustment processes to rapidly developing new information. Such cycles have to be worked out, even nurtured, in modern organizations.

Wheatley would have us reverse the notion of a group out-of-control as a group in trouble. Think of such a group as going through possible peak creativity. Some problems may be the front-ends of solutions. Not all victories are victories; not all defeats are defeats. We know this intellectually, but we seldom adjust our leadership behavior to the new reality. We cannot rely on past knowledge, past science, past history to teach us the new realities of chaotic organizations.

Learning these leadership styles will take a lot of time; it is probably trainable, but not in quick, short episodes. You have to stay with chaos theory for a long time. How much time do we have? Peter Senge (1990) has said that we have only as much time as we will live, but no longer.

We owe these new realities to Fritjof Capra, Russell Ackoff, Peter Senge, and Margaret Wheatley — but it is a struggling, worrisome journey to become learner-centered, or re-configured as organizations for the new realities of normal organizational chaos.

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Both Russell Ackoff (January, 1996) and Margaret Wheatley (1992) would agree that our world of inquiry and observation has over-emphasized the parts. Evolutionary biology, environmental science, quantum mechanics, field theory, have all contributed to our newer perception about whole organizations, our connection to its parts, its ever-growing, ever-evolving linkages of events and facts. Moreover, we are only beginning to understand that our presence can alter events, just as scientific observation alters the phenomenon we hope to observe.

To summarize Wheatley, and to a degree Russell Ackoff, we can hold that —

- What the new sciences do for us is to see systems as "whole", not just a system of its "parts."
- In natural systems, order is not always managed from without; the order and patterns we can see are eventually self-organizing.
- We must learn not to shut down chaos; instead, we should detach ourselves from it to see its patterns and directions. We should learn from it.
- Information forms us; it is the energy of self-organization. A living thing can be seen as information that has taken form. Information is the source of all change and growth. Poor information or shunted information kills renewal and growth.

Ackoff and Wheatley say very similar things: Ackoff would say that a part can only achieve its properties from the relationship to a whole. Wheatley says, "We don't know who we are until we see our connectives to another person. We are like the beginning of the universe at the sub-atomic level. Existence does not come about from our isolations; it comes from the connections in what are known as invisible fields."

Wheatley asserts that "Energy, ambiance, magnetism, and charisma are all real fields, although we cannot see them. Chemistry is visible in some molecular forms, but invisible in some billions of other forms — but we know it is there."

Visions are forms of the new reality, not unlike an invisible field. Yet they mobilize armies, cause revolutions, and inspire idealism. You cannot touch a vision by capturing its atomic structure, but you know it is there when you see it and feel it!

Chaos theory, new systems approaches to learning, and the new organizational sciences allow us to posit whole new leadership styles — but CEOs do not lead in the strictest sense.

Perhaps our Governing Board processes best illustrate this. Maricopa has shifted away from the usually dull, often irrelevant, legal, procedural, Octavian world of policy promulgation and the managing of the executive and procedural bureaucracy.

I'll ask you to consider these topics presented as strategic conversations, as our alternative to hearing, receiving, and approving procedural recommendations.

We too often do not talk to each other in our organizational life — we pose, establish territoriality, protect, but most of the time never open our minds or our views in cross-functionally designed, well-facilitated conversations. The strategic conversations in the listing on the next page have replaced a large part of our Governing Board meetings.

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THE MARICOPA COMMUNITY COLLEGES GOVERNING BOARD FORMAT

1994-1996 Strategic Conversations

- *Strategic Issues Associated with Diversity*
- *Strategic Issues Associated with New Learning Paradigms*
- *Strategic Issues Associated with Non-Traditional Education*
- *Strategic Issues Associated with Quantum Mechanics*
- *Popcorn Session: Viewing of the Film Mindwalk/Panel Discussion Service Learning*
- *Strategic Issues Associated with Financial Planning*
- *John Cleveland Presentation on Chaos Theory*
- *Strategic Issues Associated with the Bond Issue and Facilities Needs of Colleges*
- *Margaret Wheatley Presentation on Leadership and the New Science*
- *Strategic Issues Associated with Marketing MCCD*
- *Strategic Issues Associated with FTSE*
- *Strategic Issues Associated with Leadership and the New Science*
- *Strategic Issues Associated with System Utility*
- *Strategic Issues Associated with the MCCD Internal Community*
- *Strategic Issues Associated with Student Transfer*
- *Student Needs in a Rapidly Changing World Assessment of Student Academic Achievement*
- *Strategic Issues Associated with Faculty and the Maricopa Community*
- *Strategic Issues Associated with Continuous Quality Improvement Efforts*

So, to summarize and review:

- Old models of leadership, organization, and control do not seem to work for us anymore.
- Organizations like Maricopa are really living systems: they can disassemble, recombine, move into turbulent periods, then stabilize as though they have their own intelligence, self-direction, and self-organizing capacities.
- Boards and policy leaders often mistake organizations as being manageable, flexible, or even controllable systems. Their bias is direction from the outside, externally-leveraged intervention. We tend to over-estimate leveraging processes such as installing the perfect president, or raising test standards, or getting tougher on crime. In reality, there is hardly ever a single "silver bullet" intervention. Usually a configuration of evolving events and linkages of events cause change. They are often not very observable, except for their patterns, over time.
- We tend to be "parts" oriented rather than "whole-patterns" insightful. We look for the intervention, not the connections to the subsets of results and linkages of events in our places and organizations.
- The metaphors of leadership have changed. Heroic CEO leadership is an overstated myth. Hierarchical leadership may call up heroic images, but most such leadership, when present, has often been flawed.

I hope these leadership and organizational observations have been useful. I expect them to be challenged, and I hope they will provoke some discussion among your associates in your own places of leadership and institutional life!

Pushing theories that say it is all right for organizations to be messy, chaotic, and self-organizing constitutes a dangerous heresy for most chancellors. I say this because if we look at most of our organizations, our people prefer structure, safety, and predictability. Our organizations are products of the 18th Century. Our organizations are essentially Cartesian, analytical, parts-oriented, compartmentalized, enclave-prone, and territoriality-oriented.

I do not expect that Chaos Theory, as it is applied to our organizations, will be a wide-sweeping movement. Should we apply the new leadership sciences to any wide degree, we are probably talking about a decade-long process of change.

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STAFF DEVELOPMENT

INNOVATION AND CHANGE: HOW TO SUCCEED WITH THE INEVITABLE

HELEN BURNSTAD
& DAN WHEELER

Everywhere one hears the cliche, "the only constant is change." Why then does it seem that people so often resist the inevitable? And why are institutions and their leaders often inadequate in supporting people making changes? What role do staff developers play in facilitating needed professional and organizational changes?

Before addressing these questions, a few myths about the change process need to be refuted.

Myth One: Individual change is a technical process. Just define the steps and it will happen. A large part of change involves the human dimension — attitude, motivation, and interest — in addition to the technical aspects. However, the human dimension is often the aspect that is most uncomfortable!

Myth Two: Those who resist change are just negative people. People have questions and concerns about making changes and should have these concerns honored and addressed. Otherwise, resistance will become solidified.

What can be done to help faculty and staff understand change and feel empowered in their own change process? We suggest that the following aspects should be addressed:

1) Awareness, understanding, and tools for change.

2) Support.

AWARENESS, UNDERSTANDING, AND TOOLS FOR CHANGE

There is a mass of literature available which addresses the change and innovation process in addition to the classic literature on any bookshelf (Lewin, 1951; Chin & Benne, 1976; Rogers, 1962; Kanter, 1983). A number of frameworks, models, and descriptions have been provided, many of which are useful (for a review of these see Curry, 1992). One framework describes change in terms of expected and desirability dimensions. Thus a 2X2 change framework is: expected/wanted; expected/unwanted; unexpected/wanted; and unexpected/unwanted.

This framework suggests that the most difficult changes attitudinally are those that are expected/unwanted and unexpected/unwanted. Part of the role of mentors, coaches, and staff developers is to facilitate the employee's ability to see change in a positive light. First, however, one needs to face the attitudes associated with the situation.

Another useful framework is to examine change from the social science formula: Change = Dissatisfaction (D) + Vision (V) + First Steps (FS) must be greater (>) than the Cost of Change (Z) (Beckhard, 1975). In this equation, dissatisfaction can be a difference between the present and the future (the vision). Sometimes this difference is obvious, while at other times personnel need help in seeing that there is a difference. Thus deans, chairs, and other formal leaders can help create the readiness for change by talking with the individual, presenting whatever information may be persuasive, and encouraging visits to or reading about "best practices."

Staff development personnel can provide frameworks and opportunities through material, conversations, and workshops for personnel to understand the background of change and how personnel can successfully address their issues. These sessions can also provide the chance for people to address their concerns — which are often personal as well as professional.

Vision in the change process is crucial. If the vision - which may be a new role, position, or way of doing business - is embraced then individuals are pulled rather than pushed toward the new expectations. The more people can find different words, images, and metaphors to represent their new situations, the easier it will be to transition. However, these have to be words or images they find attractive.

For example, if I operate in a traditional teacher-centered classroom with well defined boundaries and roles, I will have to find a new image of my role if my class is no longer self-contained — not visible, time variable. If I can see my role more as a broker or facilitator, then I can organize the teaching and learning process differently. Everyone around me (formal leaders, peers, and staff developers) has to encourage me to work through coming to terms with the new role.

One can be dissatisfied and have a vision and still not make changes unless there are first steps identified and then initiated. Often first steps involve talking to someone, filling out an application (for a sabbatical or travel dollars), or visiting a "best practice." Sometimes we suggest that people just are not motivated or they procrastinate in taking initial steps, but intuitively they know that the first step is one of a thousand in a journey that may end up in a variety of places. Since this process is a human as well as technical process, people sometimes decide along the way that something else is more appropriate to their interests and motivations. Certainly staff developers are a resource to developing plans and helping define the steps necessary (see Tips & Tools column, "The Professional

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Development Plan: An Overarching Structure for Continuing Development," September, 1994).

All of these factors have to be considered in the context of the cost of change (Z). Often people can easily see what they believe are the economic costs, but more frequently they need help in seeing the psychological costs (loss of face, over-identifying with a job or role or appearing incompetent in a new situation). Again, deans, chairs, and staff developers can encourage an analysis of the costs by using tools such as the forced field analysis and some of the quality matrices.

WHAT CAN THE ORGANIZATION AND ITS LEADERS DO TO SUPPORT CHANGE?

Four items come to mind:

1) Encourage a norm of change.

Highlight successful examples. Dialogue with people about visions of change — their roles and ways to contribute. Celebrate the past and build on it for the future. Do whatever is necessary within ethical limits to increase the "D" factor and to have people learn about change (visits, seminars, learning partners).

2) Provide resources and encouragement.

Provide enabling structures and resources for people to make changes. Staff developers can provide change seminars and workshops as well as professional development or growth plans (see Schuster & Wheeler, 1990) to encourage change. Without this kind of structure, only the high risk takers will even attempt changes.

3) Evaluate formatively rather than summatively.

Those in a change process are very vulnerable; they know what they used to do and are finding their way in this new journey. Deans, chairs, and other formal leaders should evaluate how well they are doing in their steps (the formative aspects) to achieve their new vision. Using a summative evaluation comparing this person to others who may be comfortable and have had lots of experience is a sure way to kill any risk taking! A person in a change process is more comparable to a new employee — learning many things for the first time and learning from trial and error.

4) Reward those risking through change.

To develop the risk-taking norm requires that the organization rewards the effort and the accomplishments. Sometimes the change process will take longer than expected — often for any of a combination of organizational, professional, and personal reasons. Leaders and staff developers can facilitate removing barriers, especially organizational, to being successful. This may include addressing outdated policies, departmental barriers, or historical precedents.

The most important message for deans, chairs, and staff developers to send is that the change process is a joint endeavor. The individual will need to take some risk and be willing to do the developmental work, but the organization must also provide some of the tools, resources, and encouragement to be successful. Change is hard work for everyone, but individual and institutional vitality and viability are the rewards.

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"SO, WHO GETS A LAPTOP?"

DON DOUCETTE

In one sense, we are lucky that legitimate demand for computer resources now exceeds our colleges' ability to meet it. After years of stoking that demand with professional development efforts aimed at encouraging faculty to integrate computer applications into their courses, there is now little question that all but the most obdurate (and close to retirement) of community college faculty accept the usefulness of personal computers in their professional lives.

Part of this blossoming demand from faculty has been for laptop computers, which have greatly improved visual displays, functionality, and power. No longer a curiosity or a poor attempt to replicate more useful desktop models for the executive-on-the-go, laptops have become the logical computer of choice for many, especially for anyone with a regular need to plug a computer into a projection device to make a presentation — an everyday need for most faculty.

However, while laptops have become more powerful and useful, computer makers have not appreciably narrowed the cost differential between laptops and comparably equipped desktop models. Most colleges are able to buy standard Pentium computers for $1,500 to $2,000, but similarly powered

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laptops run $2,500 to $3,000, leaving a 40-50 percent price differential. This average one thousand dollar difference results in serious money when multiplied over a user base of 100 or 500. So, policies and procedures regarding who, if anyone, gets a laptop need to be carefully thought out.

WHY A LAPTOP?

The higher price for laptops fairly begs the question: What advantages of laptops justify the additional expense for anyone?

Home Productivity. The most obvious advantage for most faculty (and administrators) is the ability to use the same software, files, and tools at home as on the campus. Not all faculty have their own computers in their homes. The out-of-pocket expense required to buy one is high enough to discourage many faculty from purchasing their own systems, even though most do much of their work at home.

Standardization. However, even those who own their own computers may not have compatible hardware and software at home and at the office — making their home computers considerably less convenient to use for college work and vice versa. Imagine having two different (and perhaps irreconcilable) sets of files! Even when files can be translated, the effort to do so is wasted time. In addition, few but the most devoted home-computer users are likely to devote the same level of resources as the college to maintaining and upgrading their hardware and software. Eventually, even different versions of the same software may cause considerable loss in productivity and ease of use.

Support. Then there is the issue of support. One of the best reasons to standardize on computer hardware or software is to make supporting all systems more systematic and cost effective. Support staff can be expected to be able to answer questions, install, and troubleshoot only a limited number of system configurations and software applications either through a support center or in person. In most colleges, computer support staff can barely keep up with on-campus requests for help; they are unlikely to ever be able to make housecalls to support an endless variety of unknown, nonstandard systems.

Presentations. Slowly, the application that is driving much of the demand and rationale for investing in laptop computers has emerged: easy-to-use presentation software. These "killer apps" — software applications that are so useful that they drive hardware demand, such as Microsoft's Powerpoint and Aldus' Persuasion - have caught on with faculty because they make producing computer-generated slides and slide shows easier than making overhead transparencies. Slides make presenting information to students easier and better, and using presentation software does not even require faculty to change much in the organization and conduct of their classes — thus ensuring acceptance among a broad spectrum of faculty.

Presentation files are simply easier to use when operated from the same computer that generated them. Colleges initially sought to provide faculty with powerful desktop presentation units in selected classrooms to make such presentations — either by rolling-cart multimedia presentation stations or fixed "teaching bunkers" - yet the fact is that most teachers would simply rather plug their laptops into a projection device and operate their slides and presentation software from their own, familiar computers. There are practical reasons to do this: even computers that follow college standards are not likely to be identical, and sometimes this results in conflicts that prevent applications from operating as intended.

Familiarity. Even more persuasive is that most faculty would greatly prefer using a computer with which they are completely comfortable, especially when making a presentation in front of a class where failure is embarrassing and potentially terminal for an insecure technology user. So, for a variety of related reasons, laptops are as naturally suited to the work and work habits of most faculty as they are to traveling professionals and executives.

WHO GETS A LAPTOP?

Most colleges have developed standard procedures for requisitioning computer resources, and the best require users to describe what they need to do with a computer, not what type of computer they want. The basic premise of best-of-practice procedures is that computer resources need to be allocated on the basis of need — certainly not on the basis of position, budget control, or prestige. So the best answer to the question of "Who gets a laptop?" is "Anyone who can demonstrate that they need one to do their jobs better."

In general, any faculty member, administrator, or staff person who routinely does a significant amount of work at home, who regularly travels among more than one location, or who often makes computer-generated presentations in several different rooms can make a convincing argument for needing a laptop to do a better job. Since most, if not all, faculty and many administrators and staff can qualify by these rules, preference should go to those who have demonstrated that they know how to and actually do use existing computer resources in the performance of their professional responsibilities. To make certain that they get a reasonable "bang for their bucks" spent on laptops, some colleges have successfully required users to undergo training and demonstrate the ability to use work-related applications as a precondition for qualifying for a laptop.

In most colleges, providing laptops to all faculty and staff who prefer one to a desktop model can only be accomplished as part of a well-planned, multi-year acquisition and replacement schedule. An important rule is to require that laptop recipients give up any desktop computers that they may already have so that these can be redeployed in other areas of need. A laptop should replace other computers, not be provided in addition to desktop resources. Since the technology to connect larger monitors and keyboards to laptops is readily available to support those who use computers at their desks for long periods of time during most work days, only in very rare cases of exceptional need should a laptop be provided in addition to a desktop on campus.

An interim solution when laptop demand exceeds available resources is to provide one or more standard laptops to academic departments or other units of the college for checkout to support specific

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projects, applications, and other needs.

WHAT KIND OF LAPTOP SHOULD WE BUY?

Colleges should buy laptops that meet the same standards they have established for desktop models. If the standard desktop issue is color display, 16 MB of RAM, 133 megahertz, one gig hard drive, and network card, then laptops should be purchased to meet the same specifications. It is probably wise to err on the high side in purchasing RAM and disk storage because additional memory is much more difficult to add to laptops after they have been shipped by the factory, and many colleges' support staffs are not authorized to do so. As a result, laptops should drive memory standards for desktops.

There are only a few other predictable differences between laptops and desktops that can make a difference in the cost of the systems. For instance, although some users can make a case for internal CD-ROM drives in their laptops, external drives can be purchased more cheaply for only those who use them regularly instead of making internal drives an expensive option for all standard-issue laptops. On the other hand, it is difficult not to specify that all laptops come equipped with high-speed internal fax modems, for such communications technologies fairly define the purpose of purchasing a laptop in the first place.

It seems that the laptop computer has grown past its origins as a perk for the powerful and self-important and become the standard for most college faculty and administrators. Most can make convincing cases that the extra thousand dollars invested in each user every three years returns much more in the form of increased productivity, improved performance, and greater utilization of technology. While laptops are decidedly not cheap, they are really no more expensive than last year's similarly powered desktop that the college somehow managed to afford.

There are a few cautions involved in making laptops standard issue for most users. For instance, colleges should check their insurance policies and clearly determine and state who is responsible for theft and breakage, and they should establish written policies and procedures for retrieving laptops from separated employees. Colleges may also consider what kinds of warranties they want to specify in their laptop bids.

However, overall, colleges should expect large returns on their investments in laptop computers for most faculty and administrators. They will know that they have succeeded when demand for remote access to college networks and the Internet exceeds the college's ability to provide it. It is the kind of problem that colleges should want to have.

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READERS WRITE! INNOVATIONS IN THE CLASSROOM

IDAHLYNN KARRE

Several readers have written to share their innovative applications of the tips and tools offered in previous columns. These "real-life" classroom applications of innovative teaching and learning are a rich source of inspiration for building a classroom community, empowering students to be responsible for their own learning, experiencing teambuilding skills in the classroom context, and celebrating achievement. I would like to share these teaching and learning tips with you. For this issue, I have chosen three innovations that are variations on cooperative learning tips and tools.

In the premier issue of *Academic Leadership*, I discussed the importance of incorporating Good News in the college classroom. Good News is used as an energizing start to class. A rubber koosh ball is tossed around the classroom. Students catch the ball and share news relating to the class, campus activities, or personal successes. The primary goal of Good News is to help create a classroom community. Joan Lipsmeyer from North Arkansas Community Technical College adds her personal touch to Good News!

GOODNEWS DUCK!

I have a Goodnews Duck — affectionately known as GD. (GD is a rubber koosh ball with beak and webbed feet, available at most discount and toy stores.) As GD gets tossed in the air we all say, "Wheeeee." Whoever catches her has to tell us his or her good news. The class then responds, "Isn't that just ducky!"

I've only had the courage to try this in one class and the reaction has been positive. One student transferred from the duck class to a non-duck class and her first question was, "Where's the duck?" Other students have remarked how they immediately start thinking of some good news as soon as they walk in to the classroom. (This is a step in the right direction as I teach Beginning Algebra and most of the students are unsure there is any good news to be had!)

GD has a little wooden desk she sits in during class. I told the students she has ADD so she might have to get out of her desk during class. "If you see her fidgeting, go to her rescue and share some good news!"

Joan Lipsmeyer, Math Instructor
North Arkansas Community Technical College
Pioneer Ridge, Harrison, AR 72601

Andrea Doray shared the following innovation as an engaging way to review for class examinations. Andrea assigns students to All in One Learning Teams at the beginning of the semester. When students were preparing for a major assessment, she developed her own variation of the Jigsaw.

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HOW TO MAKE ALPHABET SOUP AND END UP WITH ALL "A"S

Creating activities and lessons which engage all 60 students in my introductory communication class is one of my biggest challenges. By using cooperative learning groups throughout the semester for daily content and activities, and bringing in special events such as "Alphabet Soup Groups" for major concepts, this challenge can be met.

During the first two weeks of class, I established 10 Learning Groups based on students' self-reported interests in 10 communication topics. These included dimensions such as nonverbal communication, communication and the media, language and symbols, and intercultural communication. Students worked with these same group members on in-class activities and their presentations about their particular topic areas.

To help students review for assessments, I introduced a modification of the Jigsaw tool for cooperative learning. The objective was to break students out of their regular Learning Groups (Get Cooking) to discuss the study guide items (Ingredients) and topic areas (Recipe) with others in the classroom. After this learning discussion, students then returned to their regular groups to teach what they had learned to others (Stir). The students then engaged in a whole-class discussion (Serve). I provided written directions for each of the steps in the Alphabet Soup "recipe" and assigned time limits for the students to follow. Also, before class, I measured out four large sheets of craft paper, labeled them as Soup Group A, B, C, or D, and taped them to walls in the classroom. I provided markers to the four groups for use in recording their discussions.

The activity was presented as follows:

HOW TO MAKE ALPHABET SOUP (AND END UP WITH ALL "A"S)

Get Cooking: Break into Soup Groups as directed in class. (5 minutes)

Ingredients: Describe, discuss, define assigned study guide items. (10 minutes)

Recipe: Review, refresh, refine course concepts. (10 minutes)

Stir: Rejoin Learning Groups to share what you've cooked up. (20 minutes)

Serve: Questions and answers. (5 minutes)

I devised this "Soup Group" concept to incorporate the alphabet for grades (all "A"s) and to differentiate this activity from their assigned Learning Groups, referred to by numbers, such as Learning Group #10. When Learning Group members joined one of the Soup Groups, they were able to explain to students outside their own topic groups about the communication areas their group was studying. This used the Jigsaw concept to encourage higher order thinking skills while allowing students to teach what they knew about their Learning Group topic. Then, students left these Soup Groups, and returned to their regular Learning Groups with what they have learned from members of the other topic areas who were in their Soup Groups. By discussing these concepts with their own Learning Group members and "teaching" what was learned in the Soup Groups, students retained and applied more of the material as evidenced by their achievement scores on the test. With Jigsaw and other cooperative learning strategies, students learn the material, work on group processing skills, and develop positive interdependence and individual accountability.

Andrea Doray, Adjunct Faculty
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After initiating teams and team folders, Greg Burns empowers students to be accountable for daily out-of-class reading by using the teams to assess understanding of assigned readings. Greg's goals are to get students involved with the content and each other, to have them think critically about their assignments, and to focus class discussions to make the most of class time. Greg also rewards his students in a very clever way!

THE RISKY GIRAFFE

I assign students to teams of four on the first day of the term. Each team is provided with a pocket folder which becomes the team folder, and they have really taken the team folders to heart. Students have been quite creative in their designs on the folders and the naming of their teams. I have students work from their team folders every day in class. We begin each class with a discussion of the homework assignments. With the help of the team, the team's recorder summarizes the team's understanding on a worksheet. I call these worksheets, "Reckie Review" sheets (short for '"Recreation"). As the team discusses, they identify concerns, misconceptions, and conflicts in understanding. Then students use the Muddiest Point worksheets to help me determine what my "lecture" will comprise. This has been an overwhelming success with the students. They just naturally go to their groups when they arrive and spend the first 15-25 minutes teaching and interpreting the material that was assigned as homework reading. WOW!!!

I have developed an award — The Risky Giraffe Award — for students who risk sticking their necks out to try something new! A select group of students are developing criteria for the award and we hope that it will become a source of valued recognition among the students in our program.

Greg Burns, Faculty
Recreation Leadership Program
Conestoga College, 299 Doon Valley Drive
Kitchener, Ontario N2G 4K4

Thank you Joan, Andrea, and Greg for sharing your teaching innovations. I think you each deserve a Risky Giraffe Award!

Now it's your turn! Send your teaching and learning tips and tools for future issues of *Academic Leadership*. I'll look forward to hearing from you!

Idahlynn Karre, Ph.D., is a Professor of Speech Communication at the University of Northern Colorado in Greeley. Her email address is: ikarre@bentley.UnivNorthCo.edu

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LEADERSHIP AND THE CHALLENGE OF CHANGE

KENNETH J. ROBSON

In an Age of Unreason there can be no certainty. The guidebook is a guide to a country in which few have yet traveled, a country still to be explored.

— C. Handy, *The Age of Unreason*

I was fortunate recently to have been able to visit some two-year institutions in Australia and Canada where rather profound changes have occurred. I was particularly struck by the experiences of two technical institutes — a world apart — which had nevertheless encountered similar challenges and had, independently of each other, developed complementary strategies for coping with inevitable change.

The two institutions had enjoyed reasonable reputations and relative prosperity, but had encountered serious financial difficulties in the late 1980s. In one instance, careless financial management had placed the institution in danger of failing to meet its payroll, while in the other, an ill-advised investment had led to a severe financial crisis. While most of us have been spared the trauma these two institutions were made to suffer, the very extremity of their situations enables us to see the change process all the more vividly.

Rather than change incrementally and perhaps imperceptibly, these two institutions made dramatic course corrections and embarked upon a new journey. The change process began in each case with the appointment of a new president charged with repairing the damage caused by earlier decisions. Despite the many differences between these two institutions and the systems within which they operate, there are striking similarities in their responses. The following are just a few of the recurrent features which seem to have characterized the change process in each institution.

MOVING THE CEMETERY

We have all heard variants on Clark Kerr's assertion that it is easier to move a cemetery than to change the curriculum. Change is painfully slow, as we well know, in educational institutions. However, for change to have any reasonable chance to succeed, there must be a compelling reason to change. In the two institutions I observed, ready-made financial crises provided the impetus for change. What the presidents did was to use the crises to leverage far more profound change than would ever have occurred otherwise.

THE VISION THING

The opportunity presented by the financial crises might never have been realized had these two presidents not focused the change process on a vision for moving their respective institutions towards quite different futures than had been envisioned previously. The institutions had been essentially inwardly-focused and provider-driven. The new vision in both cases shifted the focus to the markets served by the institutions and the needs of the purchasers of their services. This shift is profound in its implications and bears out the importance of developing a vision that is clear, compelling, and consistent.

PLANS, PLANS, AND MORE PLANS

Undergirding the vision in each of these institutions is a comprehensive strategic plan which reaches deep into the institution. What struck me in both cases was the linkage of the various plans. Often plans are developed and then ignored while the real business gets done. Not so in these institutions, where one had already linked the planning process to individual performance contracts while the other was proceeding to do likewise. Equally important in these institutions, however, was the recognition that the plans had to be flexible enough to adapt to changing circumstances.

LESSONS LEARNED

The two institutions were characterized at the outset of the change process by extreme financial instability, weak direction and leadership, inflexibility, and lack of responsiveness. Within five years they managed to eliminate their deficits and produce regular annual surpluses. They identified and began to pursue vigorously new opportunities, including workplace training, overseas projects, and various partnerships and joint ventures. They reorganized not once but several times. In the process, their structures have become flatter and more purpose-built.

There is no doubt that these institutions are stronger and more effective than they were five years ago and that this is largely the result of strong and clear leadership. Yet these institutions are by no means perfect, nor is everyone satisfied with how they have changed. Some who could not abide by the change have left; others have withdrawn from active participation in the process. Many more, however, have become engaged in the pursuit of the new vision because it is positive and it does appear to be working.

What, then, have these travelers in the land of uncertain change discovered that might be of help to us? Simply, the process is slow and difficult. It is also endless. It can be exhilarating and exhausting and is certain to be painful to some. However, to be successful, leaders must be firm and be prepared to stay the course. With the vision always in view, leaders must focus the institution on the future and not allow it to dwell on the past.

These institutions have learned that you cannot communicate too much about the change process, nor can you assume that individuals will always understand what is being communicated. They have learned as well that, while strong leadership is essential, building broad and deep support for change is necessary for the ongoing success of the process.

These two institutions, and many more like them, confirm that the challenges we face in the years ahead will be formidable and that the future is by no means assured. These two institutions operate on the assumption that their future existence is by no means guaranteed, and this view alters fundamentally the nature of the decisions they make. However, they appear to possess the talent, the energy, and the resourcefulness to transform their challenges into opportunities for ongoing growth and development.

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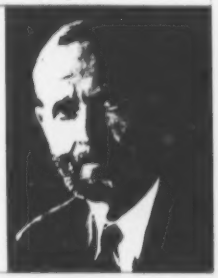

TRYING TO SEE CHANGE COMING

MICHAEL A. DOCKERY
& ALAN T. SEAGREN

Since change is inevitable, how can chairs/deans see it coming and use it to maximum benefit? While the simple answer is to cultivate reflection, training ourselves to do so is difficult.

In *The Reflective Practitioner,* Schon (1983) argues that middle managers — a familiar role for chairs and deans — know much more about their operation than they are aware of. This is true both because of what they know and what they don't know. Although managers are alive to the detail, the day-to-day rhythms of their jobs, they seldom reflect on their work, analyze it, or make it conscious.

Managers usually deal with problems using tacit knowledge. They make constant adjustments and are unaware of how these changes affect their overall operation. Many times these kinds of changes form the basis of what are later perceived to be major or radical changes.

To discover these foundations of changes, managers need to undertake reflection. They need to discover not only what they know but also how they know it. Establishing the reflective process, Schon argues, is essential to learning how to manage more effectively.

To provide avenues for understanding Schon's theory, we'll look at reflective practice from three angles: 1) an overview or general picture on how this process might work, 2) reflection on job description or tasks, and 3) a set of current change factors that might be useful subjects for reflection.

The General Picture: For a seasoned manager, probably one of the most valuable indicators of both good and bad times is the repetition and variation inherent in pattern. The skilled manager knows the pattern and quickly detects the anomalies, the blips, the bumps in the road. In a general way this knowledge is tacit, a sixth sense, and when these blips or bumps reach a certain point, the good manager reads them as indicators of problems or as difficulties in need of attention.

Schon's research demonstrates that as managers begin to work on a problem, they quickly look for alternatives which may lead to solutions. Many times the problem will be solved before it is fully manifested. Here managers are not magicians; rather, tacit knowledge of the day-to-day activities enables them to appear so. In these kinds of situations, managers need to study their performance. One effective technique is keeping a journal which not only provides a record of attempted strategies but also the basis for reflection. This kind of research gives managers a record of what works.

Reflection on Jobs/Tasks: This exercise builds perspective, a very important ingredient for judging what is changing. Reviewing job descriptions helps managers see which aspects of the job require the bulk of the time and to ask why they require so much. Another way to sharpen this perspective is to compare the individual results with the task tables/clusters in *Academic Leadership in Community Colleges* (see pages 58-69). These charts allow individuals to compare their perceptions with those of a broad spectrum of chairs and deans.

Possible Change Factors: The following list of factors will probably shape the future of the faculty and the department.

1. Resources: Chairs/deans will be asked to do more with less money and fewer full-time faculty.

2. Instructional Programs: Learning will be emphasized as faculty make the transition from information givers to facilitators of the learning process.

3. Faculty: The number of part-time faculty will increase; the number of full-time faculty will decrease. The result of this shift will be a new job description for full-time faculty — including supervisory duties and 12-month contracts.

4. Students: While community colleges will continue to teach students directly out of high school, more students will be more mature and involved with family and job responsibilities. Thus, teachers must rethink many of their policies and attitudes.

5. Certification: Rapid change in many fields will increase the demand for short-term credentials. Those degrees that require extended study will be less sought after.

6. Technology/Distance Education: The impact technology is having on the delivery of and access to education will change institutions, faculty, and students. The constraints of time and place are being removed from faculty and students.

Chairs/deans must reflect on how these factors will affect their faculty and department, and they must begin to experiment with strategies to deal with these factors.

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Change in Its Own Time

Jim Berry
Dean of Planning & Technology
North Harris College
Houston, TX

At the recent League for Innovation conference, the "Agent of Change" theme was prevalent. If your campus is anything like mine, though, the badge more often reads "Agent of the Devil." And on our campus, the "Devil" takes many forms.

Over the past three years we have undergone curriculum changes, administrative changes, service area changes, student population changes, and even a change or two in the cafeteria menu. The biggest change to our lives, though, is the nearly weekly change brought on by our technology systems. Nothing stays the same, at least not for very long. That's why I suggest that our walk with technology, and our reactions to the constant change, are a fitting indicator of how we embrace change in the broader sense.

Two of my colleagues come to mind. The first is Myles, a young geography professor who is in a wheelchair. Myles often comments that as much as he would like to bound from blackboard to blackboard around the room, it doesn't work real well for him. So he changed his ideas, and ours, about classroom presentation and fully adopted technology. Armed with a laptop computer and a cart with laser discs, CD ROMS, a TV, a stereo, and a projector, Myles transports his geography students to worlds and experiences the blackboard and textbook could never reach. His classes always run long, and there's usually a group of students following him back to the office for more discussion.

And then there's Rich. Rich came into my office rather excited the other day. This in itself was unusual, for Rich fought our technology program all the way. He much prefers a secretary and yellow sticky notes to voicemail and his own word processor. So Rich has not made much use of the new computer on his desk. He reads his email occasionally when his department head requires him to, and he's played Solitaire a fair amount, but past that it hasn't gone very far. The departmental secretary still changes his syllabus and a few handouts each semester, and the media center generates a few overheads for him each year. And that's been fine by everyone concerned. Until now.

You see, Rich's son just went away to college and sent Rich an email. Imagine that! An email from clear across the country! Rich wants to know how to reply to it. Does the reply button work if it's off campus? Weren't there some instructions about how to send this type of mail (they'd only been sent out umpteen times over the past two years) and didn't we have any classes on this type of thing? Oh, and what's this Web thing all about because the son mentioned he had a Web page his dad should look at, and Rich doesn't quite know where to start.

Well, a few minutes spent with Rich got him off and going in directions he'd never been receptive to before. I know he'll be back, too, because he really got turned on when he saw his son's home page. He's going to want his own before long, and then he'll probably discover a way to use it with his classes. How to succeed with Innovation and Change? Myles and Rich show me the answer — people deal with it in different ways and in different times. As academic leaders, perhaps our job is to throw it out there, plant those seeds, and nurture as best we can while recognizing that it may sometimes take a little longer than we want. No amount of directives, pleading, or badgering would get Rich moving before he was ready. But once he was ready, change came very quickly.

Finally, let's not forget the celebration of change. As wonderful as the early adopters like Myles are, there is perhaps even more satisfaction gained in helping the Riches of our organizations discover change in their own time and way. And regardless of the path taken, change has occurred and the organization as a whole has moved forward.

Email: jberry@nhmccd.cc.tx.us

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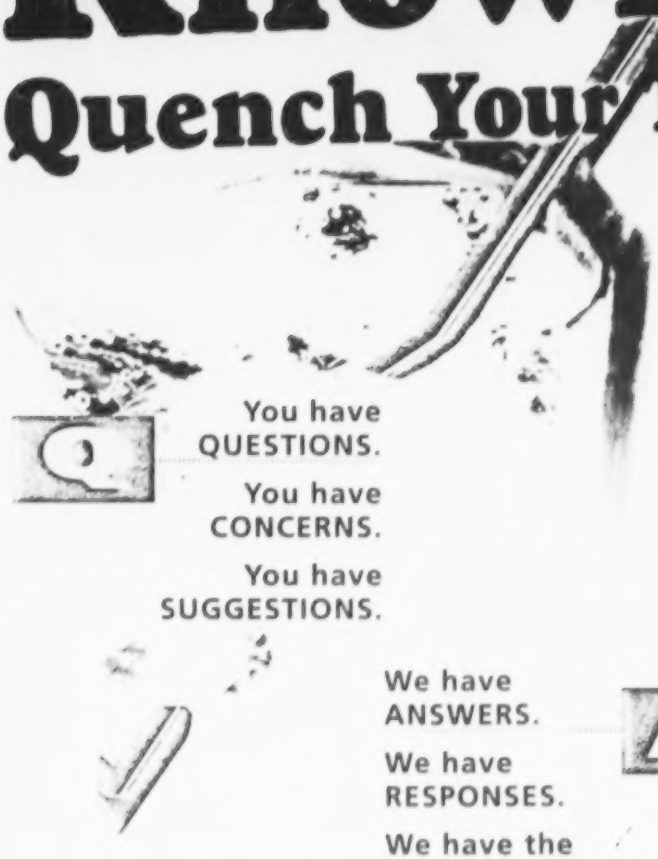

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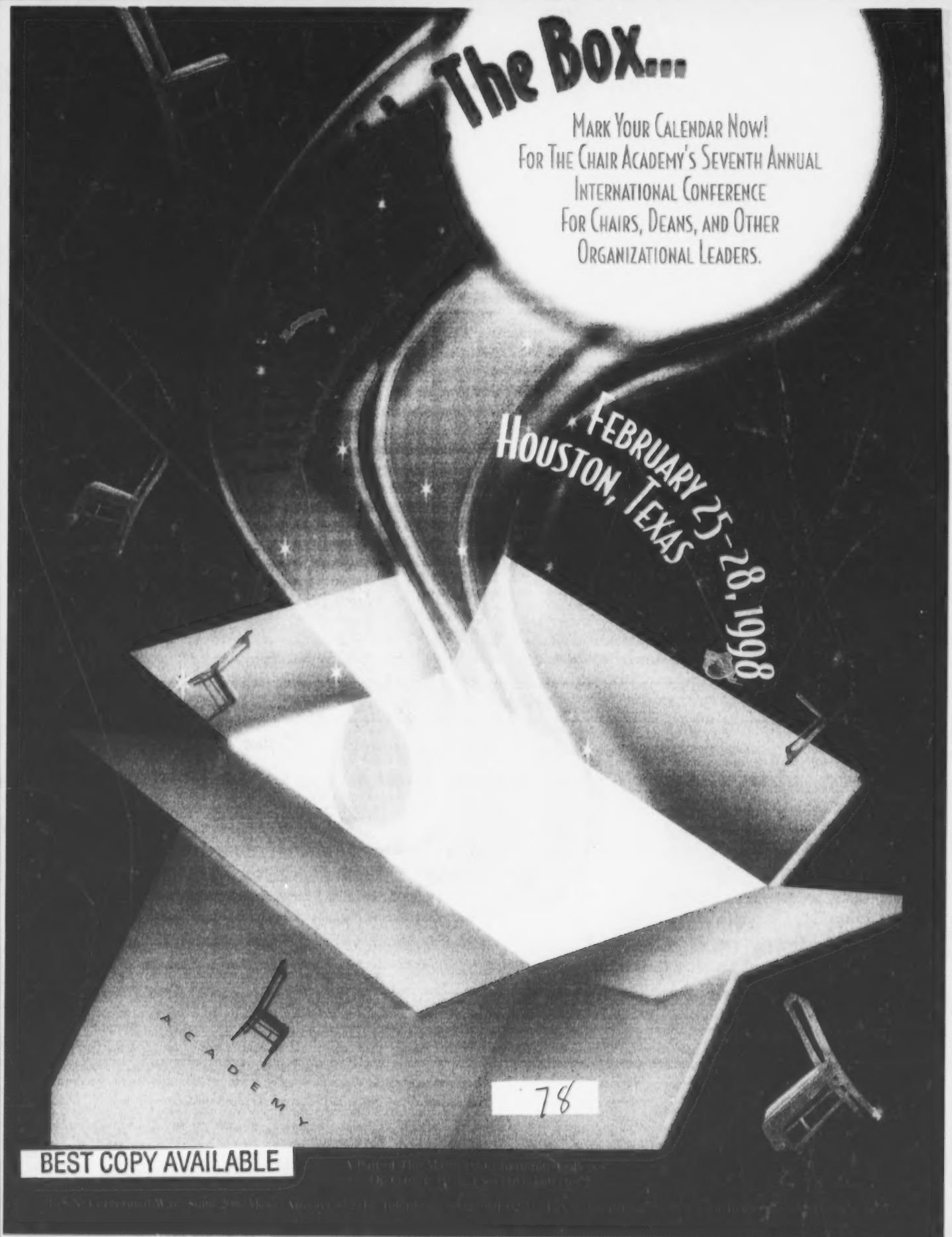

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Cover Image: Intra- and Entrepreneurship
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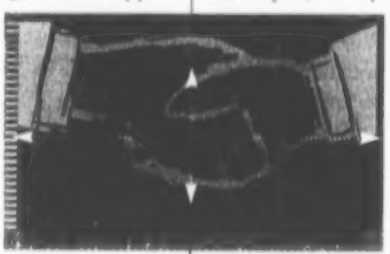
EXECUTIVE DIRECTOR'S NOTEBOOK

Intra- and Entrepreneurship in education is beginning to surface as a viable strategy and a new way of doing business in community and technical colleges today. No longer can community and technical colleges depend solely on support from local and state funding sources. The theme "having to do more with less" has continued to be the trend over the past decade in terms of funding. Community and technical colleges have been required to look for alternative ways of generating support for the large array of programs and services they offer to their communities.

Continuing Education was traditionally the only area in most colleges where support came from offering unique programs and services to the community. Today the push to offer programs and services designed to meet the specific needs of business and industry clients has taken a higher priority in a majority of community and technical colleges. Fees for contract service and partnerships with local business and industry have begun to increase dramatically over the past several years. There is also beginning to be a level of interest in pursuing "business" in areas external to the colleges' community and state, as well as internationally.



The concept of entrepreneurship is increasing dramatically as a strategy by which educators are beginning to think and act more like the private sector in order to fund and support unique programs and services to business and industry clients. Colleges in Canada and Australia have already taken aggressive steps towards offering programs and services on a fee or contractual basis with their local business and industries. This movement has shown remarkable results over the past five to six years. In their articles, "Risk and Reward: College Entrepreneurship" and "The Trend Towards Intra- and Entrepreneurship: Some Australian Experiences", Steve Quinlan and John Rudolph describe their perspectives on how Canadian and Australian colleges have had to develop "business-like" attitudes and strategies in order to survive in a competitive marketplace.

Larry Christiansen, in his article on "Connecting Education to Business and Industry" also describes how entrepreneurship is beginning to surface in community and technical colleges as departments/areas become more innovative in creating partnerships with community corporations in order to meet economic and workforce demands. The article details the success of an entrepreneurial activity and its impact on the college.

The concept of Intrapreneurship within community and technical colleges has been slower to catch on than entrepreneurial outreach efforts with business and industry. Programs and services are still being created, developed, and provided, however, these goods/services are being provided by staff members within the colleges to other staff members within the organization.

This journal issue showcases feature articles which provide our readers with an inter-national and national look at an important trend with community and technical colleges. Our Tips and Tools authors also provide invaluable information and practical advice on how to become more intra- and entrepreneurial. Both intra- and entrepreneurial efforts in education will flourish as long as our educational systems encourage creative and innovative approaches to accomplishing our institutional missions as well as addressing the needs of our internal communities. Our colleges will face many challenges as we move into the next century. By looking at ways to "do more with less" we will be on our way towards meeting some of those challenges.

Gary L. Filan

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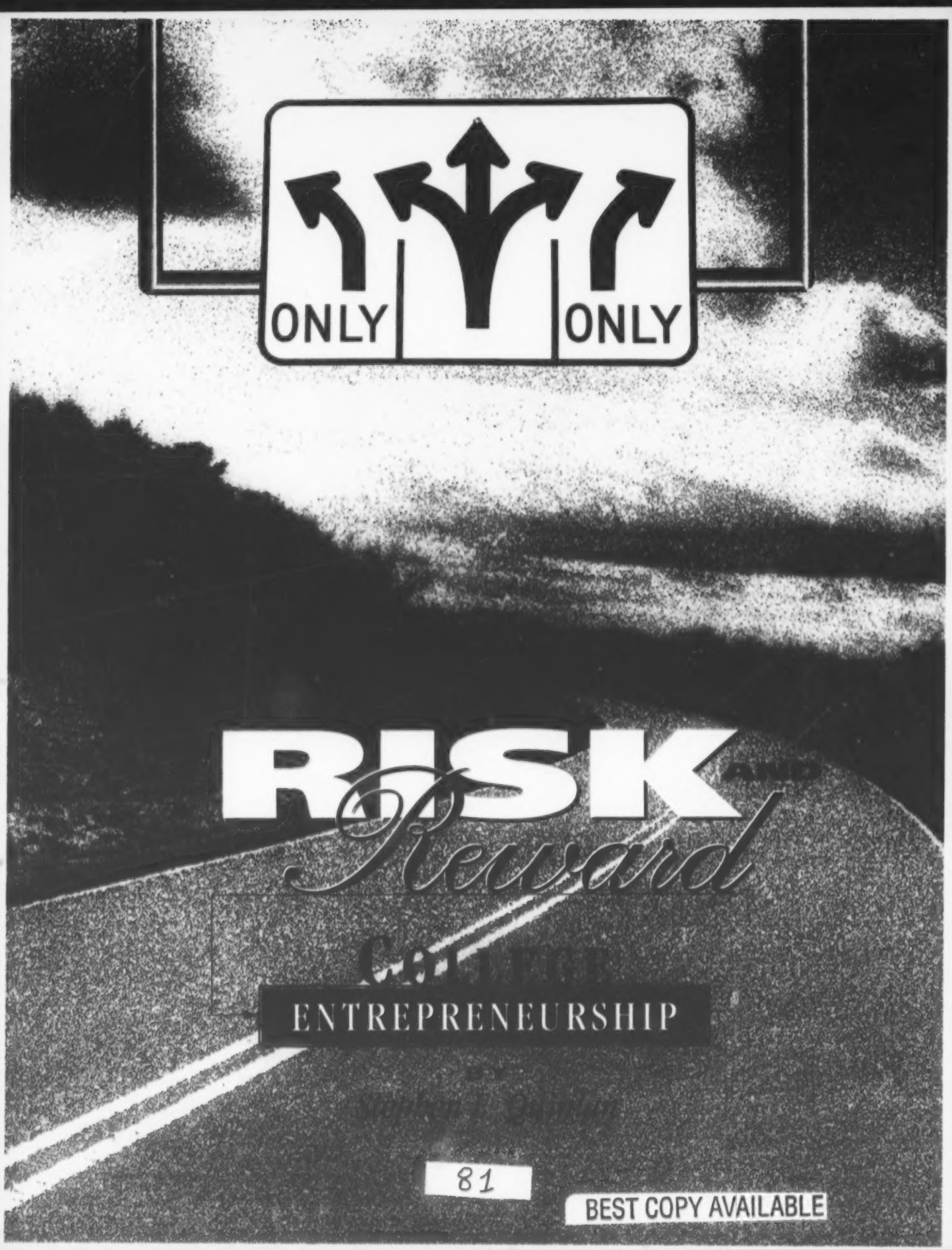

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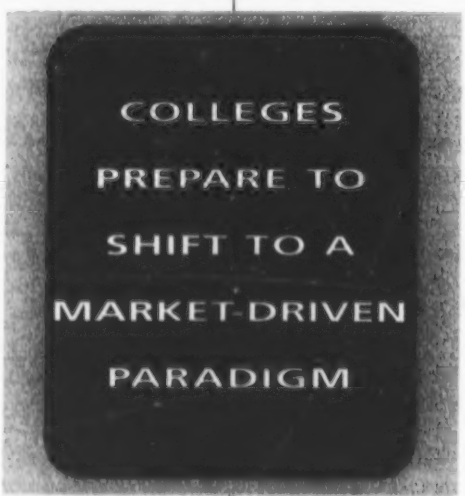
A fundamental change in the way community colleges in Canada do business is taking place today as a result of the need to reduce dependence on government, equip our institutions with new technology, and meet the growing demand for education and training. Entrepreneurism, for so long incompatible with the values of a publicly-funded college, is now acknowledged as the means by which we will continue to survive and thrive.

It has been my privilege to serve as President of Canada's largest community college, Seneca College of Applied Arts & Technology, since 1992. Seneca is a multi-campus college located in Metropolitan Toronto, with approximately 14,000 full-time and 65,000 part-time registrants. It is one of 27 public community colleges in the province of Ontario that together graduate 50,000 students annually from diploma and certificate programs.



Having begun my career at Seneca 27 years ago when the college was established, I think it fair to say I have been witness to and participant in tremendous changes in college education. Who, what, and how we teach have been transformed as a result of globalization, technology, and societal demands. However, we may soon look back upon the innovations required to keep pace with our changing environment as relatively minor in comparison with what lies ahead.

Today in Ontario, in a climate of fiscal constraint, education is becoming a very serious business indeed. Colleges, created originally to meet the needs of local populations for job training and skills, are in the process of re-defining and broadening their focus to become more market-driven in order to meet the needs of business and economic development. Those colleges unable to refocus their direction are at risk of disappearing.

Seneca is among the colleges preparing and adapting to meet the challenge. In this article, I begin with a review of the significant factors driving this move to entrepreneurism, discuss our strategy to foster and encourage entrepreneurism, and provide examples of our entrepreneurial activities as well as those of other colleges in the province.

Driving Forces

The factor having by far the greatest influence on the shift to entrepreneurial activities is the decrease in public funding of post-secondary education. This decrease has taken place in Canada, as in many jurisdictions around the world, for more than two decades due to declining government revenues. This has escalated in Ontario and other provinces in the last several years as a result of government determination to cut deficits by reducing spending.

Despite a rising demand for college education, funding in Ontario has declined precipitously: the system of colleges in Ontario accommodated 39% more students with 33% less funding between 1986 and 1994; Ontario funding per client served was reduced by 42.5% in real dollars between 1986-87 and 1996-97.

Seneca has so far managed to accommodate this growing demand, despite shrinking resources, by becoming a more efficient organization. Our administrative staffing — one administrative position for every 9.04 non-administrative employees — remains significantly below the system average. We continue to consolidate wherever possible, streamlining functions and services to reduce administrative costs. However, the ability of Ontario colleges to find a place for all qualified applicants is in jeopardy due to the current demographic projection of a 16% increase by the year 2010 in the 18 to 24 year age group. This is the primary age group from which Ontario colleges draw their full-time enrollment.

Another significant factor is competition from the private sector. Five years ago, private sector trainers were on the periphery of our communities; colleges had a lock on their local territories or jurisdictions. Today, private education is front and center, one of the fastest growing industries on the continent. I believe community-based colleges are in a position not dissimilar to the North American automotive industry of the 1960's and '70's, which was scrambling to compete with the new products from Japan. Private sector trainers are pushing hard, with state-of-the-art technology and short-term intensive programs specifically designed to meet the needs of the changing economy. Canadian colleges are beginning to respond in kind. "Arguably, much of the growth in private-sector training during the past decade resulted from the market gap created by a public-sector college system lacking the capacity to respond to training needs. This gap is beginning to close as colleges adopt a more entrepreneurial approach to their operations and become more attentive to the training needs of industry" (Knowles, 1995, p. 186).

Changing student needs are also having an impact. In the past, students would take the subjects we told them to and in return we gave them a diploma. Today, it is not the diploma or certificate that is key, but rather the transcript — the skill set — that is essential because it shows what the individual can do.

Students are only willing to acquire the knowledge and skills we provide if we can prove that these are relevant. And as they pay more for their education, students will demand more, as they should. In the near future, they will be able to sit in their living rooms and go to school, study in the institution of their choice, at the time they choose. Colleges will have to compete with each other like never before.

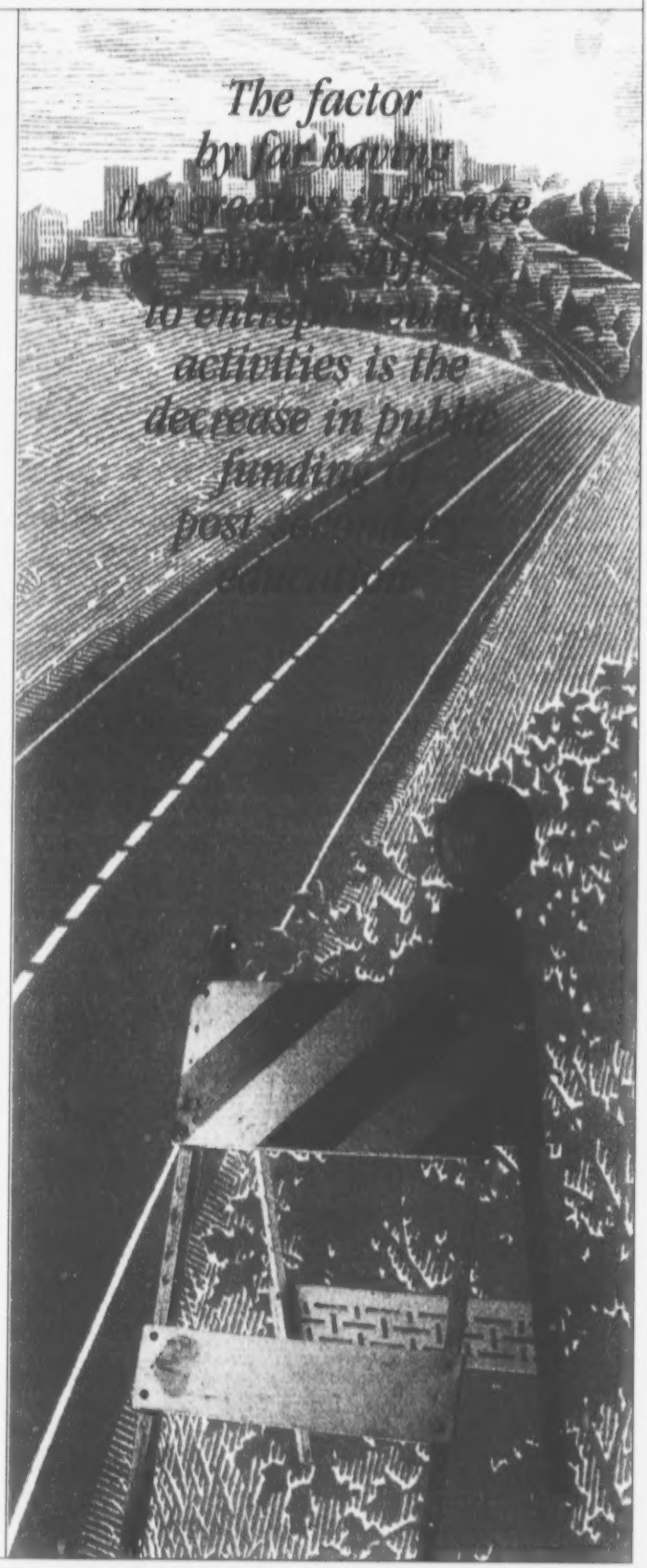
Entrepreneurial Strategy

In 1993, Seneca adopted a strategic plan that, in retrospect, had both strengths and weaknesses; perhaps its greatest flaw was its introspective nature, reflecting the mood of the time. With its focus on internal issues, apparently we were worried more about each other than about the people we served. However, the plan did recognize the need for a greater emphasis on service, signaling the beginning of a developing entrepreneurial spirit.

Three years later, with government increasingly intent on cost-cutting, it was critical that rather than be surprised by the future, we determine the expectations of tomorrow's students and their employers. To help renew our strategic directions, we implemented a formal environmental scanning process. We created a "Scan Team" in the planning office that gathered together groups of stakeholders — representatives from business and education — in order to identify and analyze the most significant economic, social, technological, employment, and educational trends that would impact the college and help us focus our resources on the programs, services, and activities that best support student success. One of the key trends validated was the need for more entrepreneurial activity.

Environmental scanning has now become an annual activity, the first in our strategic planning cycle. Among the many benefits, it allows senior management to remain ahead of the continuous rate of change and develop a greater capacity to be proactive. It accelerates the college's ability to identify, develop, and implement new courses and programs in response to the changing needs of students and the requirements of the job market. It also improves our understanding of new sources of competition through competitive profiles, market share analysis, and surveys of student/client attitudes.

As a result of this progressive approach, today Seneca has a strategic plan that identifies and responds to the key social, economic, and technological trends that will have the greatest impact on the college in the next five years. The plan lays out the college's commitment to provide a quality learning experience through relevant curriculum available at times and places that meet the needs of the learners. It calls for Seneca employees to continue to learn and to adapt to changing learner needs through ongoing upgrading of their skills. It anticipates further declining government grants and calls on Seneca to aggressively pursue alternate sources of revenue. It encourages



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We saw the need for a greater emphasis on service, signaling the beginning of a developing entrepreneurial spirit.

a spirit of competition and entrepreneurship within the college by rewarding and recognizing innovative and entrepreneurial achievements. Furthermore, it requires the college to develop and implement annually at least three new strategic partnerships or alliances, thus creating relationships with business and educational organizations that have never existed before.

Global Orientation

A key component of Seneca's entrepreneurial strategy is to refocus the entire organization to develop a global orientation. Our mission clearly spells this out: To provide career-related education and training that enables our students to succeed in the global economy. We are responsible for preparing people to work in the world marketplace, as well as for training employees of companies whose competitors are located not only in Toronto, Halifax, and Vancouver, but in Singapore, Brussels, New York, and Hong Kong. This means our curriculum and programs must have an international orientation, standards that achieve international competitiveness, and new partnerships that extend the college's diversity so that students graduate with an understanding of key international trends, along with opportunities for further education and work around the world.

Traveling through China in 1996, I met a group of students from the United States studying in Beijing who were sponsored by an American corporation, and who were learning the language. Our conversation confirmed my vision that, in the not too distant future, Seneca may require of its students a second language — Mandarin or Spanish perhaps — because it is just this kind of essential skill that will give them a competitive edge.

International Activities

Seneca has for some time attracted many students from throughout North America and around the world. In fact, in 1996, the college recruited more than 700 full-time visa students, which represents approximately 45% of the Ontario college system market share. Both in Toronto and abroad, our international program offers courses and training to students and organizations from Asia, Africa, Europe, the Caribbean, and South America.

We have recently expanded our international contracts and offshore education with the creation of Seneca International, an entity designed to sell the college's know-how and considerable technical expertise to foreign nations. The profit generated is reinvested in the college. As a separate business entity, all business risks are carried by the incorporated company rather than by Seneca College itself. The College can own all or the majority of the Seneca International shares and thus retain full control of its operations.

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In addition to revenue generation, Seneca International acts as an interface between the College and domestic multi-national and multi-cultural corporations and local social communities. By working together, we will create greater opportunities for domestic suppliers who wish to export their goods and services, thereby increasing employment opportunities for bilingual Seneca graduates, especially those who would like to temporarily relocate to another country. As we reach out to assist the emerging nations, their people will know that Seneca College was the first to offer its support and assistance, benefiting generations of Senecans to come.

As well as contract training, it is Seneca International's business to establish, with partners in foreign countries, joint-ventured local schools that will offer all or part of the curriculum of any Seneca College diploma or post-graduate program, both full- and part-time. Currently, Seneca International is developing two such schools in China. (When your reach is global, you must think globally. We anticipate there will be a need for entering students to receive credit for some of their general education, for instance, communist studies, which is, to them, more relevant to their lives than Canadian history.)

Seneca International also refers out-of-country students and off-shore corporations to Seneca College for training and study, and contracts, where feasible, with the College and past and current employees for its instructional requirements.

Strategic Partners

New alliances are at the heart of the college's entrepreneurial activities. One of the most exciting has been a strategic partnership between Seneca College and Silicon Graphics (Canada) Inc. and other industry leaders which has led to the development of our Digital Media Center, enabling us to offer an advanced 3D Digital Animation Certificate Program. The program is designed to introduce students with a background in art or animation to the concepts of 3D computer-based modeling and animation. While the name Silicon Graphics Inc. (SGI) is not widely known, anyone who has seen the movies "Twister" and "Toy Story," knows their work. SGI equipment was used to create their special effects. Under the auspices of Silicon Graphics, Seneca was able to lease SGI hardware valued at half a million dollars, as well as license, under partnership programs, software worth an estimated three to five million dollars each from two major software houses, Alias/Wavefront and SoftImage 3D Extreme. A crucial aspect of the partnership was the training and technical support provided by these corporations; expertise previously unavailable to the college. Today Seneca is an authorized training center for both software systems and helps SGI meet their tremendous need for trained people. The Digital Media Center is on its way to becoming one of the college's new profit centers.

In late 1996, the College launched a small business start-up service — a collaborative effort involving several divisions of Seneca, the Government of Canada (which provided the initial funding), and the Town of Richmond Hill, a town north of Toronto, which is the owner of the property on which the center is located.

The Richmond Hill Business Center offers the business community easy access to training and consulting services. Services contracted are on a fee-for-service basis and include one-on-one consulting, a business resource center, computer training, and access to offices and meeting rooms. The expertise is provided by Seneca business faculty and some private consultants.

Each of the business center partners stands to gain significantly: the venture supports the federal government's policy of encouraging entrepreneurism and new business development, the Town of Richmond Hill will become the home of many new businesses that succeed because of this "incubator" service; and Seneca students in our small business and continuing education business programs will gain invaluable experience by working with entrepreneurs on-site.

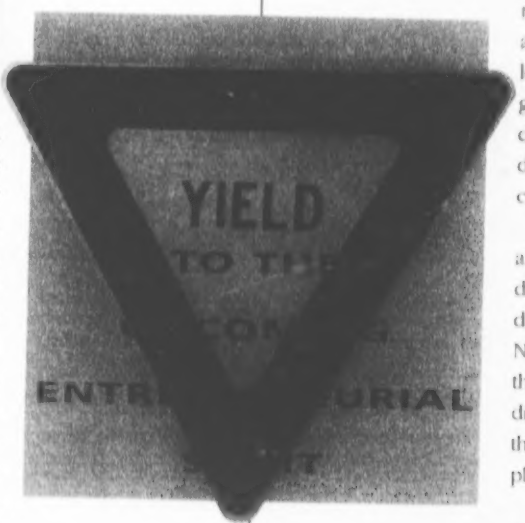
The tremendous wealth of Seneca College business expertise is also being tapped through the Seneca Business Consulting Group — a database of full- and part-time faculty members and retirees from the college and industry. The database allows us to respond quickly to frequent requests for training locally and abroad. Working with Seneca International and utilizing the expertise we now know is available, we also look forward to developing training packages to market overseas.

Opportunities for Students

Our colleagues in colleges throughout the province are also involved in many exciting projects that expand the opportunities for students. Sheridan College of Applied Arts & Technology in

Oakville, Ontario, has joined forces with the Walt Disney Company in a training program that will add extra classes to its three-year classical animation program and one-year computer animation program. A partnership between our neighbor, Centennial College of Applied Arts & Technology, and industry leaders including Bell Canada, Silicon Graphics, and Sony of Canada led to the Bell Centre for Creative Communications — a corporate training resource where students pursue careers in advertising, publishing, corporate communication, journalism, broadcasting, and animation. (As you may have guessed by now, Toronto has an international reputation in the animation field.) There are many other important initiatives underway in Ontario and across Canada.

Barriers to Entrepreneurism



Deegan (1989) observes that the term 'entrepreneur' remains controversial in education. "Advocates claim that the concept can lead to programs that will help generate resources from external sources while benefiting the community and the college, and it can also lead to programs that can help reduce costs and improve quality and productivity internally. Opponents warn of the danger of leading the college into the wrong kind of programs, of the potential for divisiveness, and of the potential to change community college value systems in ways that might have negative, long-term consequences" (p. 202).

While I am sympathetic to the sincere concerns of some educators, my response is that the best means of protecting the integrity and quality of our institutions is to focus on the student and to continually ask ourselves, "What are the best choices we can make on behalf of our students?"

Another barrier to the acceptance of entrepreneurism in our institutions is the absence of incentives for innovation. Deegan (1989) also reminds us an organization "has to make sure that its rewards and incentives, personnel decisions, and policies all reward the right entrepreneurial behavior and do not penalize it" (p. 207).

To encourage attitudinal change, we need to create a different environment, starting at the top. Risk-taking begins with the Board of Governors, which must abandon any vestige of a petty-cash mentality. Risk-taking implies mistakes; we must agree to learn from them and move on. The President needs to motivate people, to encourage staff to stay on top of what's happening in the world, and to demand relevance. Among the ways this can be done is to provide people with opportunities to experience changes in the world through exchanges in which they can teach in other institutions and work in the business community.

Vision for Future

Assuming the continuation of current trends, I envision a radically changed system of colleges in Ontario in five to ten years, with the number of colleges and programs significantly reduced as a result of rationalization by government and by market forces. The colleges that remain will be world-class and highly specialized, operating both within their own geographic areas and on one another's campuses. Curriculum will be the responsibility of one institution whose accountability will be at the provincial level; standards will be those that are generally accepted world-wide for the discipline. Programs will be market-driven; training will be competitive, and cost-effective.

However, there is one factor that always has and will continue to determine institutional success: the dedication of teachers to their students. No matter how much technology we throw at our students, if the human dimension is lacking, we will fail to meet their needs and learning will not take place.

With planning, the will to innovate, and a continuing commitment to serve our students well, we will succeed. The challenges are many, but we are ready for the task.

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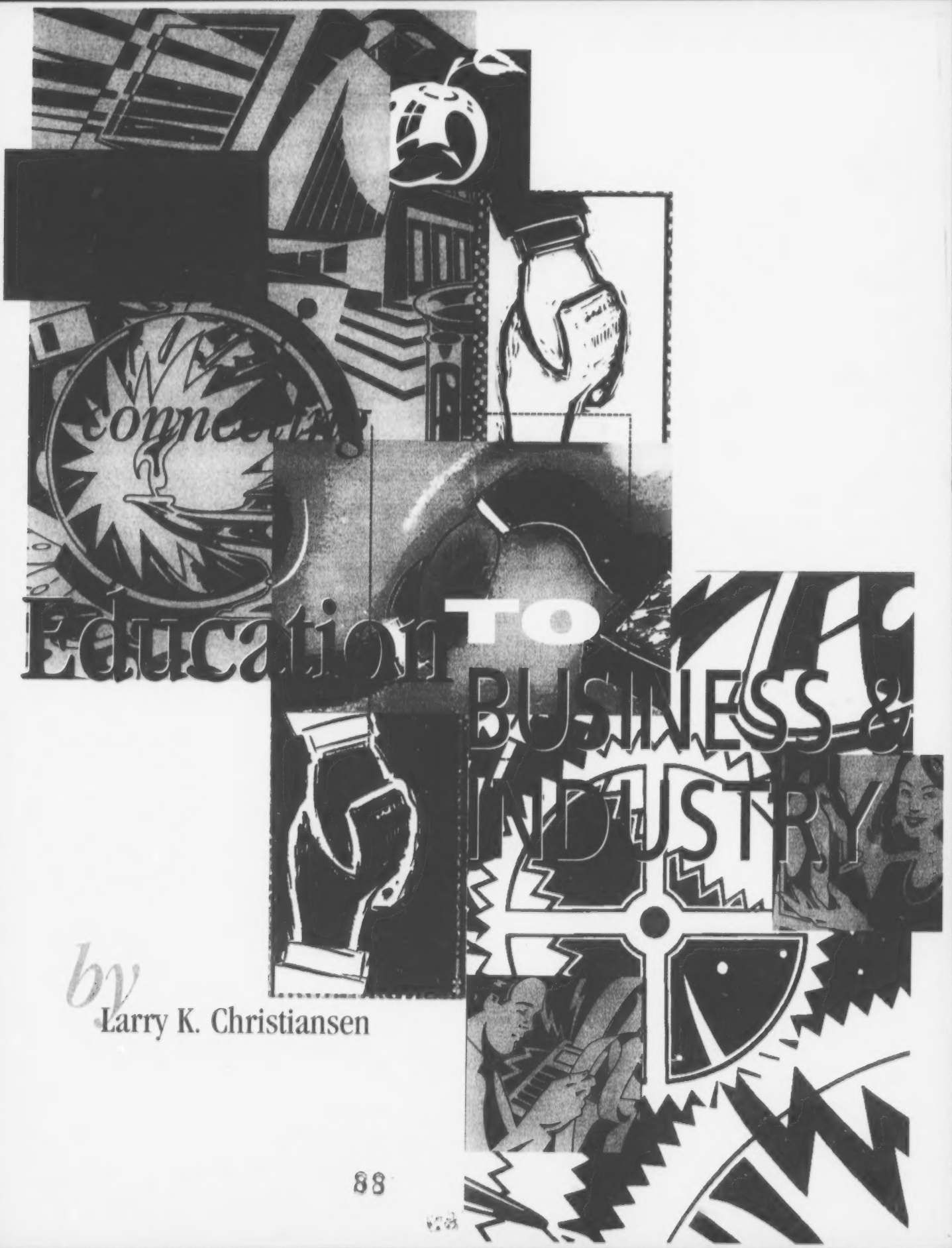

by
Larry K. Christiansen

Post-secondary education providers across the country today have to deal with decreasing budgets and increasing enrollment demands. At the same time, institutions which accept responsibility for community/continuing education have discovered that the demands of the workplace are driving many of their programmatic developments and support activities. In addition to traditional college/university transfer programs, and continuing education opportunities that focus on enrichment, many colleges are now expected to play a role in local economic and workforce development.

As the demographics of our student body changes, and the demands of the workplace increase, we at Mesa Community College (MCC), located in Mesa, Arizona, have had to think beyond traditional models to adequately serve the needs of our students and our community. We have initiated entrepreneurial projects and partnerships in order to address the specific needs of the employers in our service area; in turn, we have benefited from the lessons taught by our business partners.

The most obvious example of an entrepreneurial activity at MCC, and the most successful, is our Business & Industry Institute. The Institute, usually referred to as "B&I", focuses on the needs of the business community by providing customized assessment, consulting, training, and program management services. This article describes B&I's history, and discusses its unique contributions to the culture of Mesa Community College.

The Maricopa Community College District

The Maricopa County Community College District, located in the greater Phoenix metropolitan area, is the second-largest community college district in the United States. In 1997, it will serve more than 175,000 students through its college credit programs, and approximately 100,000 more individuals through non-credit classes designed to provide personal or career enhancement, and through corporate contract training (Elsner, 1997).

Maricopa County is fortunate to have become the location of choice for many high-tech industries looking for a place to build new plants or otherwise expand their activities. Motorola, Inc. is one of the largest employers in the county, and other companies such as Allied Signal, Intel, and McDonnell Douglas have joined them in the Valley of the Sun. One of the reasons cited by these companies in support of their decision to locate plants in the area is the availability of a trained workforce. However, today's workers must be continually trained and retrained if they are to remain employable; continuing educational opportunities for adults are at least as important to these companies as good public schools and universities.

The Maricopa County Community College District has worked over the years to help companies and their employees find the training they need. According to Bertha Landrum, director of the Office of Business and Work Force Development for the District, "We want to keep enrollment increasing at a steady rate so our supply can meet high-technology's demand" (Milestones, 1996, p.20). One of the District's biggest success stories has been the development at Mesa Community College of the Business and Industry Institute and the Motorola University Partnership.

The Business & Industry Institute And Motorola

Mesa Community College is the largest of the ten colleges which make up the Maricopa District, and has served the people of eastern Maricopa County for more than thirty years. The college had enrollment in excess of 23,000 students in the Fall of 1996, and states proudly that it is "built on service, and focused on excellence" (Faces & Voices, 1996, p.5).

The Business and Industry Institute (B&I) was developed during the 1980's to focus on the needs of local employers. In 1983, Motorola, Inc. began to work extensively with the college, and the Motorola Training and Education Center (MTEC) was created to provide the training/retraining of Motorola's employees in the Phoenix area.

As the MTEC grew, it became obvious that traditional methods of registration, scheduling, and course delivery were not well-suited to students who were also corporate employees. These students needed courses that would be available virtually around the clock in order to match their shift schedules and asked for classes to be held at their place of employment. Many of the needed courses did not fit into the traditional sixteen-week semester format. Motorola and Mesa Community College jointly created the "Motorola Partnership" within which innovative solutions to these needs could be developed. The Partnership relocated to a training facility in the heart of downtown Mesa, away from the college campus, and the rest of the Business & Industry Institute's operations were shortly moved to that site.

The needs of Motorola's employees influenced the development of course content as well as modes of delivery. Under the terms of the contract with Motorola, the curriculum offered through the Partnership was provided by the company and focused on desired work skills and development. The college's

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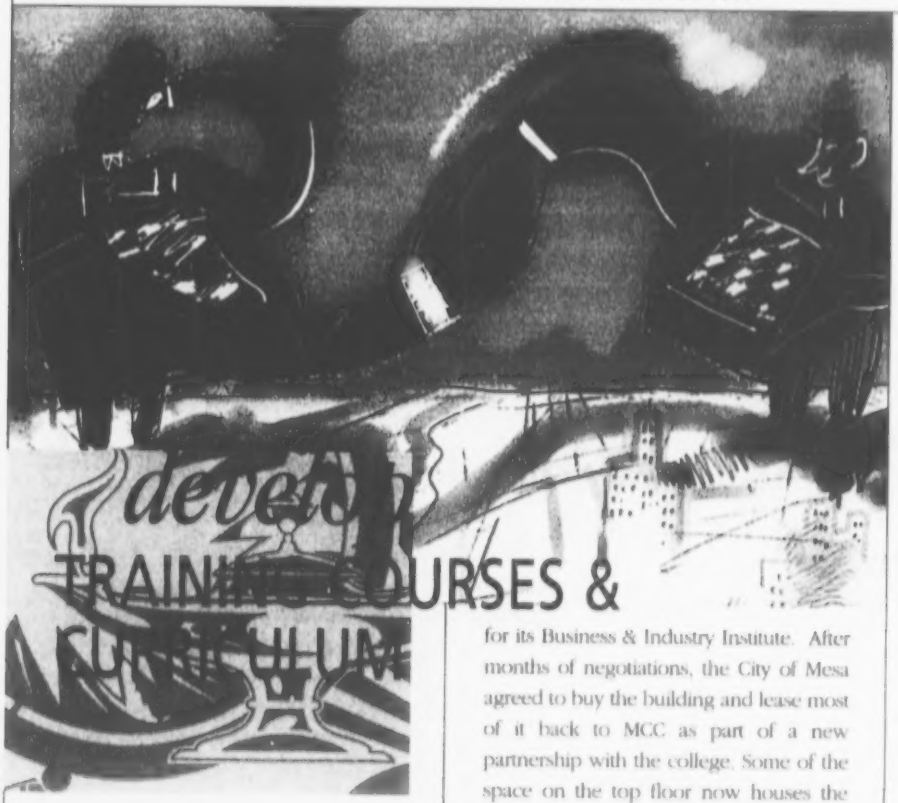

repertoire of courses did not always match these needs; as the Partnership grew, MCC's experience working with a major manufacturer also increased. The college began to develop training courses and materials for its general class schedule that better reflected the current "state-of-the-art" skill needs of local employers. In this way, the relationship with Motorola improved the training Mesa Community College provided beyond the Partnership.

By the early 1990's, the relationship between Mesa Community College and Motorola had blossomed into "Motorola University," which moved from its downtown Mesa location to a 100,000 square foot training facility in the Arizona State University Research Park in Tempe, Arizona during December, 1995. A problem created by this relocation was converted into an opportunity by MCC with respect to the downtown Mesa facility which had been Motorola University's home. The City of Mesa did not want the building to be empty, and MCC wanted to continue to use the space for its Business & Industry Institute. After months of negotiations, the City of Mesa agreed to buy the building and lease most of it back to MCC as part of a new partnership with the college. Some of the space on the top floor now houses the city's Business Solutions Center, an in-house training activity for city employees; the rest is used by B&I to continue its training operations.

The Business & Industry Institute Apart From Motorola

Mesa Community College's experience with Motorola University led to a re-evaluation of its other training activities. Small local businesses were also in need of training, but could not afford to create a comparable partnership — nor did they have the resources of a Motorola to create their own curriculum. Other entities, such as the Consortium for Supplier Training and Sun Microsystems, were looking for participants and/or partners in the area. These factors led to the continued expansion and refocusing of the Business and Industry Institute.

B&I became the workforce development and training arm of the college. By 1995, the Business & Industry Institute had developed three centers to focus on specific needs: The Center for Supplier Training, the Technology Center, and the Center for Business and Economic Transformation.

The Center For Supplier Training

Through the sponsorship of Motorola, Inc., Mesa Community College became a educational partner in the Consortium for Supplier Training, with its Business & Industry Institute as a designated Supplier Training Center. The Consortium is a group of major U.S.-based manufacturers that, working on the assumption that higher-quality parts and services will increase the profitability of the final product, have joined together to help provide quality training to the employees of the companies that supply their raw materials and services.

The Technology Center

As a flexible and cost-effective alternative to in-house computer training programs, the Technology Center is an attractive solution for businesses and corporations. It has a state-of-the-art facility with instructors and consultants who are both community college certified instructors and industry professionals. The delivery of services and capabilities range from facility and technical support to delivering full training programs at B&I or at designated sites. The Technology Center offers software and training which spans the spectrum from individual desktop training to high-end workstation applications.

The Business & Industry Institute is an Authorized Training Center for Sun Microsystems, the world's largest provider of UNIX-based education and training. In addition to this alliance, B&I has partnerships with Motorola, IBM, Informix, Parametric Technologies, and Interleaf.

The Center For Business And Economic Transformation

The Center for Business and Economic Transformation (CBET) focuses on the needs of companies for training that addresses managerial and leadership issues, and which supports the improvement of overall business activities and processes. Assessment is a crucial part of the CBET's activities, as program managers and consultants brought in by the Center diagnose the causes of a company's difficulties and provide a comprehensive plan for correcting the identified problems. Some of these problems involve changes in the design of processes or procedures; others require additional training or retraining of employees. In either case, the CBET is able to provide the necessary assistance.

The two divisions within the CBET that are most visible are the Leadership Academy and the program for ISO 9000 documentation. The Leadership Academy is a structured approach to improving managerial and interpersonal skills by focusing on three areas of concentration: team building, communication, and leadership skills. Training in preparation for ISO 9000 documentation standard certification is also available through the Center. Training is provided on an "as-needed" basis to those companies who wish to comply with the international ISO 9000 system for documenting processes and tracking information. The CBET is one of the few vehicles for delivering this training in the Phoenix area.

Other Partnerships And Activities

Through its agreement to share the use of the downtown facility, the City of Mesa has entered into an unusual partnership with Mesa Community College that will result in an unprecedented opportunity for joint activities. The college has offered laptop computer training to Mesa Police Department officers who use the equipment in their on-duty vehicles. An arrangement with the Mesa Arts Center has brought the works of local and international artists to the top floor of the building on a rotating basis; these artworks are available for public viewing during the Business & Industry Institute's hours of operation. The Mesa Town Center, an economic development group, has begun to hold its board meetings in one of B&I's conference rooms.

The Chair Academy, which provides training and support to educational administrators from around the world, is now also housed at the site. The Academy's international conference was held in downtown Mesa in February of 1996 for the first time, in part as a result of this relocation.

Additionally, Mesa Community College credit classes are offered at the downtown site, continuing an effort to provide educational opportunities in the city that began while Motorola University was still the primary tenant. In the winter of 1996-1997, the college's first "InterSession" was offered at this location. "InterSession" is a short-term, compressed schedule of credit offerings targeted to highly motivated students who need to complete credit requirements between regularly scheduled semesters. The first "InterSession" was successful; it will be repeated during the summer of 1997, and again during the holiday break in 1997-1998.

What The College Has Learned

Creating and developing the Business & Industry Institute has given Mesa Community College a unique perspective on the relationship of education to economic development. Because MCC's mission includes a commitment to serve its community — including its business community — the college has had to approach the work it does with business in the same way it approaches the needs of individual, non-traditional students. In other words, the college has had to learn to assess the needs of businesses and their employees, develop learning plans that will help meet those needs, and provide the instruction and support services to fulfill those plans.

Just as re-entry students require advisement and assessment of skills that differ from the "usual" services provided to newly-graduated high school seniors, area companies and their employees require a different kind of assessment. Just as the college created a "Weekend College" to accommodate students who—because of work commitments—could not come to the campus during the work week, it has also learned that some workplaces require on-site and/or swing-shift instruction for their employees.

The Business & Industry Institute staff have served as advocates for non-traditional approaches to teaching and learning. Their experience has given the college a model for successful innovation in the designing of courses and the delivery of services. Examples of this new approach include two projects currently underway through the work of the college's Technology Department faculty. The first is a semiconductor technician program. Motorola, Intel and other integrated chip manufacturers have estimated that they will need to employ nearly 10,000 new technicians over the next five years. MCC's program currently enrolls 1,000 students, and the Maricopa District is currently developing semi-conductor training materials through a National Science Foundation grant. In addition, an electric car technician program that will produce technicians to maintain and repair electric vehicles, is currently under development through a grant from the Salt River Project, one of the local power utilities.

B&I's experience with its partners has not always been without conflict. On occasion, the demands of major partners have stretched the limits of the Institute's resources and/or caused conflicts with long-held practices, especially with regard to the perceived academic integrity of credit courses. However, both the college and its corporate partners have learned how to communicate their concerns and find mutually acceptable solutions to them.

Non-Business Entrepreneurial Activities

Mesa Community College is not exclusively concerned with vocational training. As a comprehensive community college within the United States' model of post-secondary education, providing general education and transfer courses to those who plan to continue working toward a baccalaureate degree is just as important as training corporate employees. The college has found that an entrepreneurial, problem-solving approach is also successful when applied to recent challenges relating to its transfer function.

MCC's location on the border between Mesa and Tempe, Arizona—the home of Arizona State University—ensures that the college takes its commitment to provide quality transfer programs seriously. Many MCC students either co-enroll at the University or plan to transfer there to complete their degrees; so many, in fact, that an ASU Transfer Office, staffed by the University, exists on MCC's campus to make the transition between institutions as efficient as possible. The Transfer Office was created because both ASU and MCC recognized the need to focus more on the needs of students than on the traditional boundaries of their respective institutions. It is an example of an entrepreneurial solution to a problem that many community colleges face: how to improve transfer processes that can stand in the way of students as they work towards a college degree.

Readers of these pages will already be familiar with the concept behind The Chair Academy, an entrepreneurial response of the Maricopa District to the need for leadership training on the part of department chairs, deans, and other organizational leaders. The Academy has been housed at MCC since its inception, either at the college campus or, later, at the Downtown Center — home of the Business & Industry Institute.

A similar solution has been found to the problem of coordinating the growing number of service-learning classes being offered at MCC. The Center for Public Policy and Service was formed for this purpose in 1992.

In 1996, the Center supported more than 5,200 hours of community service performed by students as part of the requirements for service-learning courses or through in-course service option activities (Faces & Voices, 1996). The Center is also the home of Mesa's "Community Roundtable," a forum in which the college, the local public school system, the City of Mesa, Mesa's Chamber of Commerce, and the Mesa United Way discuss the needs of the wider community — and find ways to meet those needs.

The East Valley Educational Think Tank, a consortium of 18 educational institutions in eastern Maricopa County founded and led by MCC, has also been a vehicle for innovative solutions to community needs. The CEO's of these institutions, along with selected members of their staff, meet periodically to discuss opportunities for collaboration in areas such as school-to-work programs, teacher training support, and articulation.

The existence of the Think Tank made possible a project of which we at Mesa Community College are especially proud. In 1991, the Department of Defense announced that it would close Williams Air Force Base, a training facility for the Air Force since W.W.II. The Think Tank wrote an application in 1993 for public benefit transfer of the facility, which was granted in 1994. In other areas where military bases have closed, the result has often been the loss of jobs and revenue. In the case of "Willie," the transition has been made from a defunct government property to a productive educational and industrial center. The Williams Gateway Airport now shares the former base with the Williams Education Campus, anchored by Arizona State University-East and several programs offered by the Maricopa colleges.

At Williams, Mesa Community College offers two unique programs which were developed to meet the specific needs of two very different industries in Arizona. The Mortuary Science program, which is in its first full year and currently awaiting final accreditation, is the only such program in the state. The Fire Academy grew out of the college's Emergency Medical Technician/Fire Science program. It uses a "burn" building and donated firefighting equipment (including two fire trucks) to provide firefighting and hazardous materials-handling training for communities around the state. Recently, a delegation of Motorola employees from China received a day's training at the Fire Academy. In addition, firefighters from the nearby Gila River Indian Reservation are also recent "graduates."

Conclusion

"Entrepreneurial" activities have become common at Mesa Community College. They have developed because the college's commitment to serving its students and community have made them necessary. As the economy changes, as the population becomes more diverse, and as public support for post-secondary education decreases, MCC's ability to adapt by using an innovative, flexible, and student-focused approach to respond to volatile circumstances will become even more crucial to its success. Mesa Community College will continue to explore entrepreneurial solutions to the problems, and the opportunities, it faces. Our students require — and deserve — nothing less.

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Larry K Christiansen, Ed. D., is President of Mesa Community College in Mesa, AZ.

Outstanding Regional Leadership Awards

Each year, the Chair Academy requests nominations for Outstanding Community & Technical College Organizational Leaders/Teams who have demonstrated academic and administrative excellence at their institution. Award winners have been selected from regions representing the United States and Canada.

The Chair Academy is proud to recognize and congratulate this year's Chair Academy Outstanding Regional Leadership Award Winners:

1997 Region 1 Award Winner

Peggy Stephenson
Edmonds Community College
Lynnwood, WA

1997 Region 2 Award Winner

Outstanding Leadership Team
Aims Community College
Greeley, CO

1997 Region 3 Award Winner

Jan Haven
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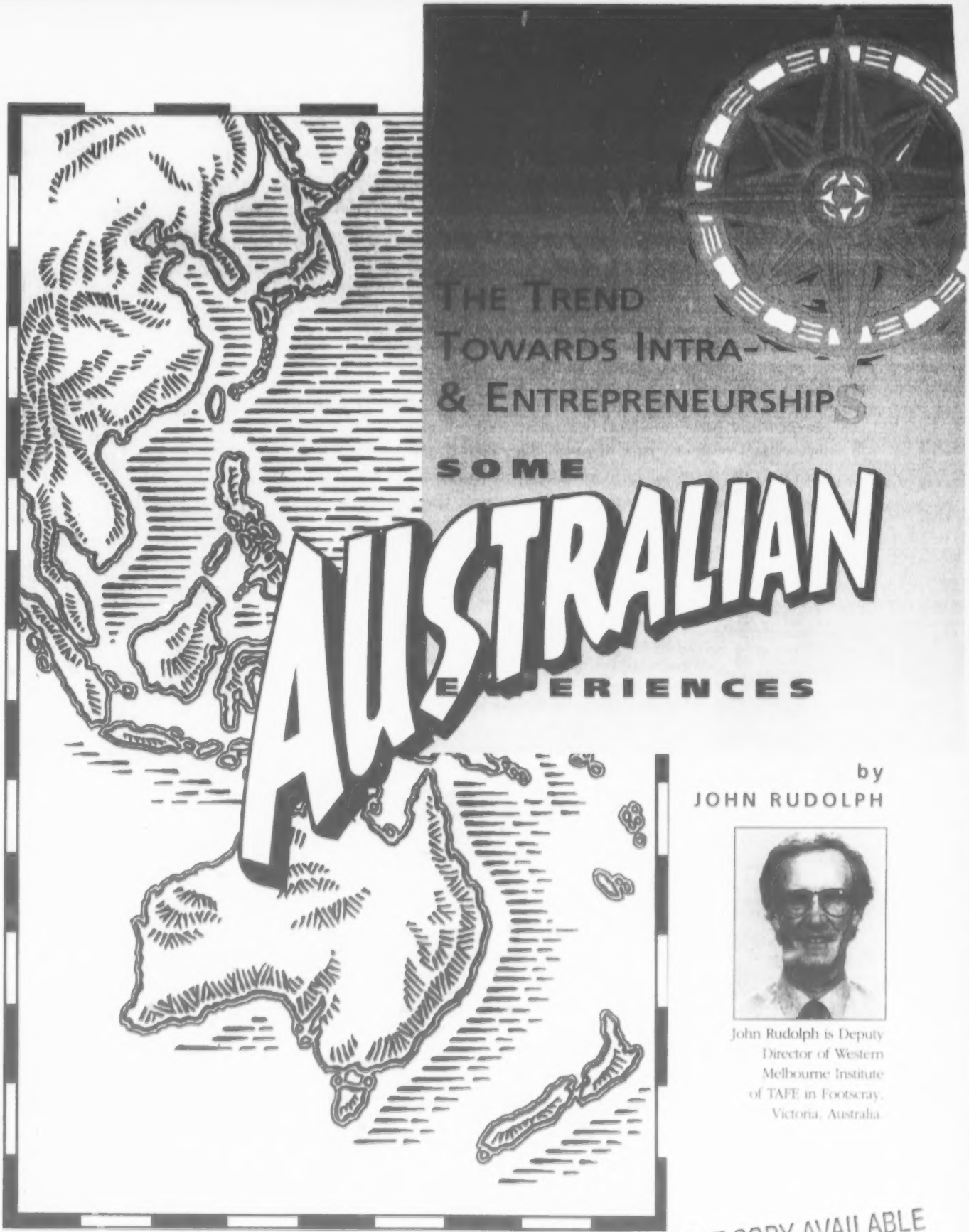

THE TREND TOWARDS INTRA- & ENTREPRENEURSHIPS

SOME AUSTRALIAN EXPERIENCES

by
JOHN RUDOLPH

John Rudolph is Deputy Director of Western Melbourne Institute of TAFE in Footscray, Victoria, Australia.

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BACKGROUND

The Western Melbourne Institute of TAFE (WMIT) is one of the largest TAFE Institutes in the State of Victoria in Australia. It has over 20,000 student enrollments per annum, with the majority of students being part-time. Over 1,000 staff, including part-time and seasonal staff, work at the Institute.

Technical and Further Education (TAFE) is the term used by Australian institutes offering vocational education and training and TAFE institutes may generally be compared with North American community and technical colleges. One significant difference is that all formal courses in Australia are state-wide or nationally accredited and that credentials are offered within a consistent national framework.

The Institute is the largest provider of full and part-time vocational and further education in the western region of metropolitan Melbourne and it is spread across six major campuses, plus some smaller annexes. WMIT also delivers its services and products in the Victorian and national education and training arena. It enjoys a reputation locally and nationally as a provider of quality education and training, particularly in the areas of flexible delivery and workplace training. WMIT is also a state and national leader in the management of curriculum projects including the production of quality curriculum materials and learning packages.

WMIT offers a wide range of vocational oriented courses ranging from pre-employment skills, traineeship, and apprenticeship to certificate and diploma levels in areas including Basic Literacy and Numeracy, Beauty Therapy, Building and Design, Business and Computing, Social and Community Studies, Electrical Technology, Engineering, Hairdressing, Hospitality, Retail/Wholesale, and Industrial Skills. A large number of fee-for-service general interest and hobby short courses are also conducted. Courses range in length from a few weeks to three years full-time. Many of WMIT's courses articulate with credit into University programs.

In recent years, WMIT has moved in directions designed to maximize its competitive edge in the training market. It has developed links with industry and enterprises through cooperative ventures resulting in the delivery of a wide range of innovative, customized, and flexibly-delivered programs to some of Australia's leading enterprises. The Institute has also vigorously pursued offshore training opportunities through partnerships and strategic alliances with other educational and training institutions and sectors.

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THE CONTEXT IN THE 90's

The challenges of Australian TAFE institutes parallel those of community colleges in the USA and Canada, as well as vocational colleges in Europe. The challenges include cuts in funds from public funding bodies; policy initiatives and changes initiated by State and Federal Governments; a demand for greater training outputs with fewer funds; provision of more specific training geared to client needs (especially industrial and commercial clients); greater competition between public and private providers of training; and in many cases, demographic shifts which have led to falling numbers of high school graduates and other traditional sources of students. A challenge of the 1990's is to find ways of surviving in a shrinking traditional market.

In the case of WMIT, a series of mergers which led to the formation of the Institute provided some specific imperatives to become more entrepreneurial.

In writing about TAFE in the State of Victoria, Oliphant (1989) defined entrepreneurship as:

> *"a policy and a set of attitudes, which are geared to the vital, energetic, creative innovative, progressive functioning of the college in the community. It is an attitude which seeks new frontiers and makes its own rules, rather than waiting for central authorities to send approval in due course. Entrepreneurship is concerned with an adventurous, spirited approach to maximizing the delivery of TAFE. Entrepreneurship therefore comprises a range of commercial and recurrent (government)-funded activities. It is not solely concerned with money, and in some cases will not directly generate any funds at all."*

A strong emphasis on organizational and cultural change, as well as creative ventures have been important strategies in the experience of WMIT. The emphasis on attitude or culture is equally important for intrapreneurship, which has been defined as putting entrepreneurship to work within WMIT.

Entrepreneurial organizations, just like individual entrepreneurs, have the ability to perceive market opportunities, assess their merits, act upon them effectively, succeed with most of them (especially the major opportunities), and know when to cut their losses. This mode of operation has become a feature of WMIT in the mid 90's.

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ENTREPRENEURIAL STRATEGIES

In response to the economic, political, organizational, and demographic imperatives of the 1990's, WMIT, led by director Michael Smith, has implemented a range of both entrepreneurial and intrapreneurial strategies to increase the volume of external activity and to ensure the Institute is managed on a more business-like basis. The director and the senior management team, after reviewing the major strengths of the newly merged Institute and the current and potential market opportunities, decided to focus and build on the Institute's most effective core activities. These were the high-level skills in designing and delivering flexible training courses, packages, and services, and a capacity to identify industries where little structured vocational training had been previously implemented.

To enhance the likelihood of success, the Institute sought to establish strategic alliances with key partners in these new ventures. The Institute also recognized that the greatest opportunities for expanding its more traditional vocational programs lay off-shore, particularly in South East Asia. These led to one of its current strategies being formulated as "ensuring the Institute operates profitably in an increasingly competitive training market, both onshore and offshore."

To achieve their goal and meet the challenge of having staff accept their entrepreneurial model, several strategies were employed. At the senior management level, each manager is required to prepare an annual Strategic Management Plan which includes both business and marketing targets designed to enhance current activities and to identify opportunities for growth and change. Annual performance bonuses are, in part, allocated to reflect the relative success of each manager against their targets.

Initially, the teaching schools were encouraged to implement strategies such as the appointment of teaching school-based consultants, whose role was to identify and generate new training opportunities on a profitable basis. More recently, departments/units have been encouraged to identify and manage their own entrepreneurial activities on a case-by-case basis, using all relevant staff and utilizing consultants only where their specific skills have been needed. This has been important in breaking down perceptions that entrepreneurial activity is a separate function from more traditional teaching activities.

Many of the teaching departments have achieved considerable success by negotiating with enterprises to conduct course modules in the workplace using the Institute's government-funded program profile. Teachers have made use of flexible teaching and on-the-job coaching strategies; teachers have worked industry hours and conditions (some teachers have clocked on at 11 p.m. with the night shift); teachers have worked interstate and they have made extensive use of recognition-of-prior-learning (RPL) and skills assessment strategies.

The value of these training strategies have been recognized by giants Toyota and General Motors and other smaller industrial and retail enterprises. A major spin-off has been that on the basis of these successful ventures, these enterprises have approached WMIT to conduct various kinds of fee-for-services, thereby returning a profit to the Institute.

The Institute Council has supported these strategies with the creation of an Initiatives Fund. It provides support/seed funds for new ventures. There is an expectation of repayment of these funds to the Institute. This principle is consistent with the business community's loan repayment of start-up funds. A number of training materials have been successfully developed and marketed through this fund.

A direct outcome of this strategic approach, has been the identification of a wide range of opportunities for WMIT to expand its client base and its fee-for-service opportunities. We gained confidence in direct delivery of services to on-shore and off-shore clients. Some of the other activities include: training or specialist consultancies developed directly for enterprises (and mostly conducted within those enterprises); provision of

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generally-advertised short courses; trade and license testing; development of curriculum and training packages; and presentations of professional development programs for industry and TAFE-sector clients.

Another strategy has been to enter into partnerships and/or strategic alliances with other training providers, including other TAFE institutes, universities, and private providers, to deliver training services and products, particularly for overseas clients. For example, WMIT is currently conducting training for business education students in Shanghai, as part of a consortium of a major University and another TAFE institution. This venture has been very successful and is currently being extended to other locations in China.

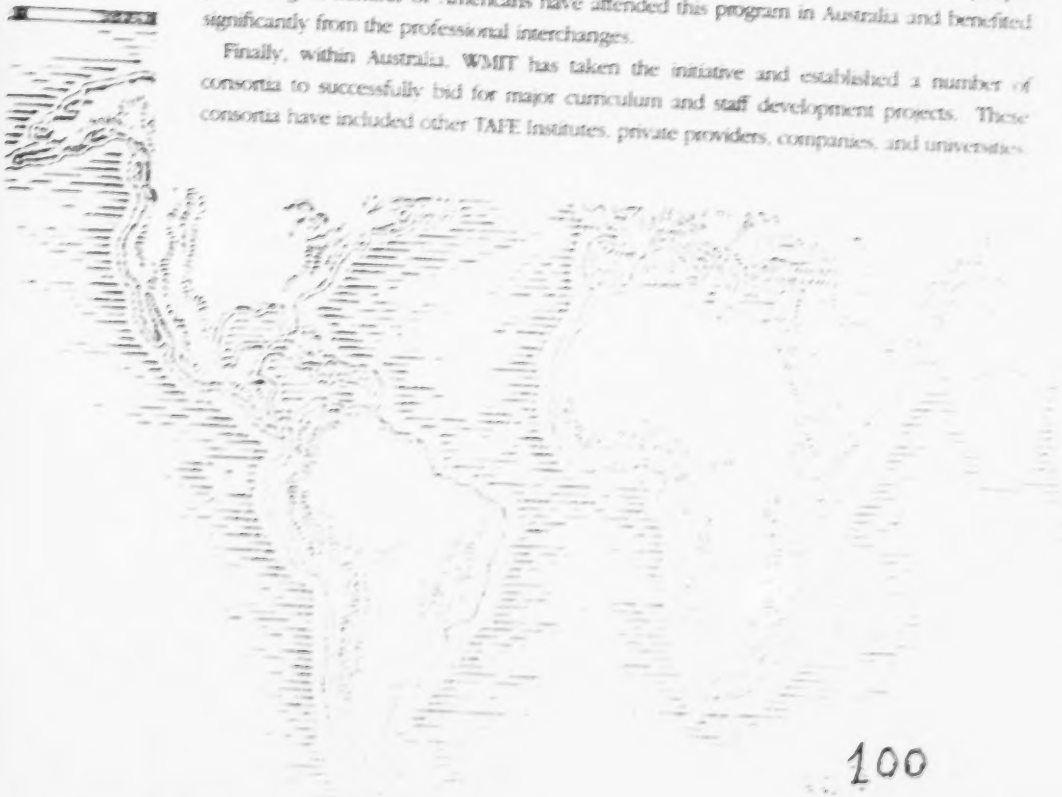
The Institute works together with a major hotel chain in South East Asia to provide in-house training in Cambodia. These types of activities involve WMIT staff living and working off-shore which provides outstanding opportunities for staff to extend and refresh their professional and personal skills, while generating income and further related business for the Institute.

The Institute has also identified the service sector and in particular the sports and leisure industries, both in Australia and off-shore, as areas of potential growth. WMIT further identified specialist and niche markets — the golf and horse racing industries — as having a need for formal training in such areas as event management, hospitality services, coaching skills, and language skills for their overseas clients.

Through its director, WMIT has played an important role in the establishment of International Training Australia (ITA), a consortium of Victorian TAFE and other providers of vocational education, training services, and products to the international market, with a specific focus on the Asian region.

In its first major link with North America, WMIT has entered into an agreement with the Chair Academy to jointly customize and conduct a highly successful leadership program in Australia. Two programs have been completed, with over one hundred (100) people graduating. A number of Americans have attended this program in Australia and benefited significantly from the professional interchanges.

Finally, within Australia, WMIT has taken the initiative and established a number of consortia to successfully bid for major curriculum and staff development projects. These consortia have included other TAFE Institutes, private providers, companies, and universities.



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INTRAPRENEURIAL STRATEGIES

At the intrapreneurial level, a number of strategies have been implemented within WMIT to put the organization on a more business-like footing. In preparing costs for the delivery of services or products to clients on a commercial basis, staff use overall guidelines which provide for a return to both the Institute as a whole, as well as to the work units responsible for the business. A percentage of any profit is retained by the work units which generate the funds and is used for such purposes as enhanced staff development or the purchase of specialized equipment or materials.

In a number of vocational training areas, "live work" has been built into the curriculum to simulate condations in the workplace. Income is generated on a cost-recovery plus profit basis. For example, the apprentice carpenters construct modular home units in a large building barn. These are sold on completion and transported on low-loaders to the clients' sites. Or the hairdressing trainees operate training salons where the general public can have hair cuts at a basic fee. Or trainee cooks, waiters, and catering staff operate a popular training restaurant which returns a profit.

The Institute's new Convention Centre operates both as a training facility for hospitality students, and as a fee-for-service convention center for industry and community clients. A three-year Business Plan helps shape the direction of this Center.

In addition, service areas such as the Printing Services Unit have been placed on a commercial basis for both internal Institute purposes and also for external clients. The use of high quality leased equipment has provided an additional incentive to produce industry-standard work on a profitable basis.

When individual staff wish to conduct a private business activity in their own time, they are expected to obtain the formal permission of senior management, so that there is no conflict of interest with the Institute's business priorities.

THE IMPETUS FOR CHANGE

A number of events in the 1990's prompted the Institute to adopt its entrepreneurial strategies.

A Challenging Merger

WMIT was formed in 1991, arising out of the initial merger of two existing TAFE colleges (or institutes) which were located in the same geographic area, at a time when both were experiencing financial problems.

One of the two founding colleges had its financial plight worsened by the failure of a private company which had been formed within the College in the late 1980s as a strategy for focusing business development activity. This strategy had the effect of removing responsibility for business and program development away from those very departments who urgently needed to be more business-like. This failure led to a deliberate decision to distribute all future business and entrepreneurial activity across the new Institute.

Two other colleges merged with WMIT in 1992 and 1993. Both were overstaffed with long-term permanent employees in several teaching areas and this added to the pressure for expanded business and program activity inside of and outside the new Institute in its efforts to re-establish itself on a sound financial footing.

Changes In Government Funding And Policy

Australian federal and state governments have been strongly influenced by economic rationalism ideology in its many forms since the late 1980's. This in turn has created a need to generate income from a range of new sources, thus creating a climate for entre- and intrapreneurial activity in TAFE Institutes. Considerable emphasis has been placed on the concept of a competitive training market.

Additionally, the Federal Australian Government, through its national coordinating agency, the Australian National Training Authority (ANTA), implemented a set of four (4) key strategies summarized under the headings of Responsiveness, Quality, Accessibility, and Efficiency. One of the priority objectives from a national perspective has become to allocate resources through competitive processes.

Overall, it is expected that TAFE institutes will become more entrepreneurial and business-like, competing in the marketplace for scarce public resources, and generating funds to support further internal and international growth.

Parallel to these developments, the Victorian State Government policy for vocational education and training has also placed significant emphasis on the development of a competitive training market. This is a process whereby the Government, through its coordinating agency, purchases training from a range of providers, including TAFE institutes, rather than allocating program funds through traditional funding processes.

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Furthermore, as one specific strategy, the State Training Board has implemented competitive tendering between TAFE institutes and registered private providers for significant areas of new funding, with cost being one of the major factors for the award of tenders. Various budget cuts have also been levied against TAFE institutes over a succession of annual budgets. These government policy directions have required WMIT, along with other TAFE institutes, to become much more intrapreneurial in its approach to the development of its program profile, staffing, business plan, and marketing, as well as entrepreneurial in the identification of new sources of income.

The Local Economy

Just as importantly, at the regional level the Institute identified the need for new strategies to respond to demographic shifts due to the low fertility rates of the late 1970's resulting in fewer school children. At the same time, the region has experienced high levels of unemployment, a declining work force, and reduced training activity in the manufacturing, building, and construction industries in which the Institute traditionally had a high profile. It is within this complex and rapidly changing economic and policy environment that WMIT, since 1991, has adopted a strategic approach to the development of business opportunities both inside and outside the Institute.

OUTCOME OF THE STRATEGIES

The implementation of entrepreneurial/intrapreneurial strategies has had some profoundly important outcomes for WMIT. Most importantly, the Institute now operates on a strong financial basis with adequate cash reserves.

The importance and flexibility of these reserves were demonstrated when the Institute was able to negotiate the purchase and refurbishment of a modern city building at a very competitive price, when a vendor was very keen to sell. This building now provides high quality and very accessible training facilities for an important part of WMIT's program in the retail and personal beauty services sector. Some of the purchase funds were later recouped from the government which recognized the true value of this purchase.

With its more diverse program and more flexible staffing profile, the Institute is now in a stronger position than at any time in the past to weather any significant downturn in activity in specific areas of its training profile. At the same time, many staff have significantly expanded their personal and professional skills and there is generally a much more positive culture and awareness across the Institute regarding the importance of organizing all activities along sound business lines. This is not to ignore the feeling among some teaching staff that traditional educational values have at times been set aside in favor of more instrumental and utilitarian training. This is, however, counter-balanced by the expressed preference of a number of industries enterprises to "do business with WMIT."

Just as important as these tangible outcomes is the feeling of confidence expressed across the Institute that the organization has a clear and strategic sense of where it is heading; that it has developed in a short period of time a well-deserved and hard-earned reputation and that it has the human and physical resources to continue to grow strongly within a very competitive training market. This internal perception is currently being bolstered by a comprehensive marketing and public relations campaign, which includes the conduct of corporate activities underwritten and sponsored by major suppliers and commercial partners, as well as the publication of a newsletter circulated to current and potential clients, designed to showcase success stories and outline opportunities.

ISSUES

An entrepreneurial and intrapreneurial culture and performance demands a consistent and demonstrated leadership at all levels. The director at WMIT has made a strong point of being actively involved in networking new clients and partners, and encourages senior managers to network and identify business opportunities and become directly engaged in projects by setting challenging and measurable targets for internal business efficiencies and external business development.

Bureaucratic constraints on entrepreneurial activity have been vigilantly identified and challenged, whether these be restrictions on overseas travel for business purposes, or attempts by Government agencies to impose common costing schedules. Some other TAFE institutes have expressed a concern that Government funds may be steadily withdrawn if they are successful and demonstrate a capacity to "stand on their own."

In writing about strategies to minimize bureaucratic restraints within an organization, Flavel and Williams (1996) recommended that entrepreneurship and innovation functions should be separated from the mainstream functions responsible for "today's" business, and that they should not report to a middle level manager responsible for achieving "today's" targets and resolving "today's" problems. Rather, these functions must report to the highest levels of management and often be assessed over longer periods, due to the longer time horizon of venture activities. This latter recommendation is consistent with WMIT's experiences.

A number of teaching areas have fears that the need for an emphasis on price and cost-effectiveness could lead to a cut in quality or in traditional educational values, while others have concerns that the increasing focus on competitive marketing will lead to secretiveness and a drop in cooperation between staff in different TAFE institutes.

One important issue for the Institute has been whether or not to establish a separate private company to manage all or most of the fee-for-service activities. WMIT has firmly asserted, however, that it is best for profitable fee-for-service activity to be seen as an integral part of the role of the activities and culture of all parts of the organization. Added to this was the unsatisfactory business performance of one of the College's private companies prior to merger.

Another frustration has been when enterprises have not been able to clearly and accurately define and articulate their training and development needs. Some enterprises have shown little or no commitment to the use of the TAFE sector to meet their needs.

Several factors, however, have assisted more business-like practices in the Institute including reasonable autonomy for the relevant managers in obtaining and allocating funds, minimal ideological resistance to earning money by line managers and staff, and the availability of rewards for successful staff.

CONCLUSION

The planned implementation of business-like entrepreneurial and intrapreneurial practices at WMIT by a director who has modeled an entrepreneurial style has had significant short-term benefits in terms of enhanced budgets, physical resources, and staff skills, as well as the longer-term benefit of a clear direction for the organization and confirmation of its viability in an increasingly competitive training market.

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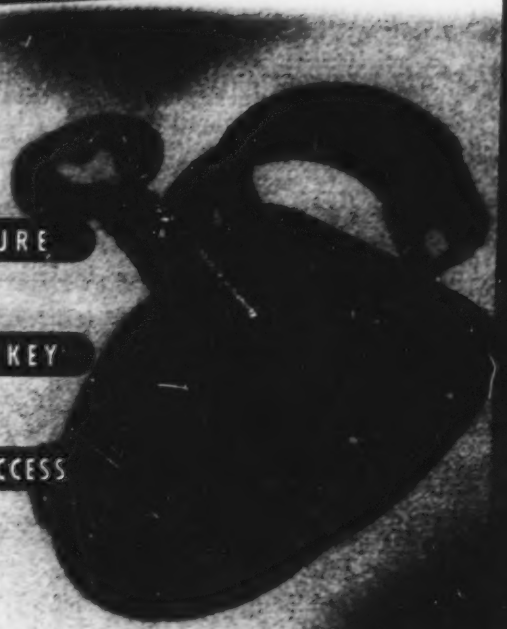
INSTITUTE TOPICS



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STAFF DEVELOPMENT

THE TREND TOWARD INTRA- & ENTREPRENEURSHIP WITH COMMUNITY & TECHNICAL COLLEGES

HELEN BURNSTAD
& DANIEL W. WHEELER

A few years ago, one of us worked with a group of department chairs who suggested that many chairs would never have taken their position if they had known that they had to "go out and mingle with all those people with no agenda." Changes. A gap between what one thought the job would be and what the current, and future reality, will be. Discomfort. All are summarized in the preceding experience. Certainly an expression of discomfort with the new demands reflected in the trend toward intra- and entrepreneuring.

To us this example says reams about preparing people to move into such leadership roles. But before more attention is devoted to the individual, let's get a handle on what we mean and the context for why community and technical colleges are putting an emphasis on this role.

INTRAPRENEURSHIP

Intrapreneuring is a word coined by Pinchot & Pinchot (1993) in their best-seller of that title. Their book spurred thinking on the need for intrapreneuring which translated to organizational change for community colleges. They summarize the change as:

> *"The alternative to corporate bureaucracy is not merely to train managers to behave in an empowering way within a bureaucratic structure; it is developing a system of freedoms and institutions analogous to free enterprise, a system of organization we call free intraprise." (p. 114).*

They further emphasize, "changing it from an artifact of the nineteenth century to a system capable of thriving in the face of whatever the twenty-first century may bring." (1, IX). Intra-preneuring requires creativity, responsiveness, empowerment, and flexibility. Each employee within the college needs to be free to create goods and/or services wanted by others within the organization. An example of an intrapreneuring activity is the computer training program sold to staff members by faculty in a computer training program. In this situation the good is designed and sold to the customer—other staff members.

ENTREPRENEURSHIP

The initiatives undertaken in response to the need for alternative revenue streams in organizations has led to active entrepreneurial activities. Many community and technical colleges have established business and industry departments whose major purpose is to become a profit center for the college by selling training, consulting, and other services to area businesses. Thus a growing number of institutions are forging new or enhanced partnerships with a range of institutions. Sometimes these are one-time relationships, but more frequently involve complex needs assessments with delivery of a range of services delivered including courses, consulting, action research, and special projects.

Often the long-term, more complex relationships can provide the stability and extensive opportunities that the short-term approach cannot. Determining which of these will be particularly important in the future will be crucial to the continual development of community and technical colleges.

NEEDED CHANGES

From an institutional and professional development viewpoint, what needs to happen to prepare personnel to meet the expectations to be more intrapreneurial and entrepreneurial?

From an institutional perspective, administrators should address the following:

■ *Vision/Mission.* Developing partnerships and entrepreneurial associations should be a part of the institutional big picture. If not, and if appropriate, vision/mission should be revised (see Nanus, 1992; Bennis and Nanus, 1986; Phelan, 1997).

■ *Structure.* Whatever structure is in place should make it easy to reach out and be entrepreneurial. Too often structures act more as inhibitors than facilitators, so if you are considering a reorganization, be sure to find a structure that enables building needed relationships.

■ *Rewards.* Some people will reach out because of personality and/or intrinsic motivation, but many will require a more explicit reward system. A combination of both intrinsic and extrinsic rewards works best.

■ *Encouraging Experiences with Partners.* Institutions should help staff understand and experience the work and culture of partners and potential partners. These new adventures give staff a new perspective and specific examples for their teaching. In some cases it can even lead to jointly financed positions or other arrangements.

PROFESSIONAL DEVELOPMENT

We all need to be aware that our own openness to intrapreneuring and entre-

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preneuring is somewhat related to personality factors. For example, the more extroverted tend to be more comfortable with spontaneity and a belief that all kinds of interactions can lead to good outcomes. However, more introverted types tend to want a more defined role and set of skills that are associated with entrepreneurship. Our training experiences should provide for both needs.

In order for institutions and faculty to successfully meet these needs requires continued development of the following:

■ *Roles.* As mentioned in the introduction, adding the entrepreneurial role often requires a different image of one's self and work. Although the more extroverted types may be comfortable in the role, they, as well as the more introverted types, can benefit from exploration in the role which can be expedited by simulations and case studies.

■ *Skills.* To be either an intrapreneur or a successful entrepreneur requires a set of skills which can be taught. Certainly for a more introverted type to be successful requires description, understanding, and experience with this set of skills so he or she feels comfortable in the role.

■ *Relating in person and at a distance.* Both administrators and teaching faculty must be facile with a range of communication and instructional formats and media to be successful. This includes: e-mail, teleconferencing, video teaching, in-person teaching, consultation, and meeting management.

■ *Career Development.* We should encourage personnel with special talent in entrepreneurship to make this a part of their career portfolio. They can be direct instructors as well as mentors for others who desire support and refinement of skills.

REACHING WITHIN THE INSTITUTION

To be successful outside of the institution, more organizational introspection is required. Without more internal discussion, unit collaborations, and new visions of what is possible, our efforts come across as scattered, often competitive, and uninformed. Administrators and faculty should emphasize how this kind of communication and collaboration can move toward the institutional vision and mission. Many of these conversations are not easy. They may require the use of a facilitator who can encourage a more impersonal and objective exchange of views and establishment of common ground.

Beyond all the specific development options, here is an opportunity to align institutional priorities with the roles and responsibilities of personnel. Although developing these entrepreneurial roles and skills is not a simple task and no doubt these relationships may change, or even expand, and new ones also may develop to meet the joint needs of the college and its partners, community and technical colleges have a good head start with a previous history of already established partnerships and complex relationships.

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WALKING THE TALK: TEACHING AND LEARNING IN INTRA- AND ENTREPRENEURSHIPS

IDAHLYNN KARRE

As we approach the twenty-first century, radical shifts in our economy and demographics necessitate a re-examination of our educational system. The role our community and technical colleges play in preparing all citizens for full participation in the economy and society of the twenty-first century is critical. At an accelerating rate, we are moving into a rapidly changing, information-based, high-technology, and interdependent society. Along with the traditional role of providing college students with skills and information, increasingly educators in community and technical colleges are called upon to engage in intra- and entrepreneurships. We must provide educational experiences within a variety of contexts which produce lifelong learners. Our challenge is complex. As leaders and educators, we must be able to adapt our knowledge and skills to a much broader audience, to varying contexts, with job applications. To be successful we must...

TIP: KNOW OUR AUDIENCE.

The success of intra- and entrepreneurships depend on knowing our audiences. To be effective we must explore audience demographics. Demographic variables include age, gender, occupation, and other similar criteria. The assumption is that different patterns of thought and action may correspond to these differences. Our job as educators is to assess these differences and adapt our teaching and learning experiences accordingly.

Audience culture is critical to our success as educators. Audience culture is composed of subjective elements that help to define the audience. Elements include interest in the educational experience, prior

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level of understanding about the topic, common knowledge and experiences, the roles participants play in their organizations, and the reference groups with which they identify. Educational experiences tailored to the audience's culture are most likely to evoke participants' attention, maintain their interest, and result in significant learning outcomes.

Audience psychology involves matters of exposure, attention, and perception. Though we sometimes forget it in the college classroom, audience presence and attention are not guaranteed. We must make every attempt to motivate the audience, to listen, and to get involved. Our goals are to try to make the teaching and learning experience personally relevant to the learners, to make the message stand out, and to make it easy for the learners to pay attention.

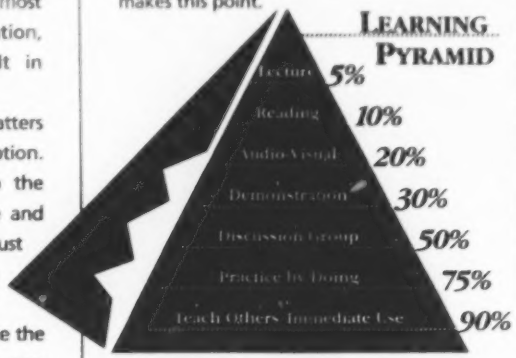
Finally, an important dimension of audience analysis is self-analysis. Considering the significant similarities and differences between ourselves and our audience allows us to make an assessment of how we are likely to be perceived. Our self-assessments inform modifications in our communication behavior including striving for common ground, focusing on shared values, and using inclusive language.

TOOLS: PROVIDE MEANINGFUL EXPERIENCES.

In preparation for educational experiences, determine clear objectives for participant learning. Set objectives in consultation with contracting agencies, key personnel, and from your expertise with the teaching and learning endeavor. Begin your workshop by focusing on objectives. Announce them! Post them! Follow them!

Assessing participant expectations is critical. If you can, ask for participant expectations prior to the training event. Incorporate those expectations in your objectives. If prior knowledge of participant expectations is unavailable, use a few minutes at the beginning of your training to gather expectations. Then use them! Find the overlap in your objectives and participants' expectations. Adapt teaching and learning experiences to participant expectations as appropriate.

Don't lecture! It is a widely accepted fact that adult learning processes require vehicles for learning other than the traditional lecture. The learning pyramid from the National Training Laboratories makes this point.



The *Annual Handbook for Group Facilitators* published by Pfeiffer and Company is an excellent source of learning activities. Each year for the past twenty-seven years Pfeiffer and Company (formerly known as University Associates) has published The Annual. I find these materials indispensable! Don't just focus on the newest annuals — there are many excellent resources, instruments, cases, etc. in previous annuals.

All learning experiences in the annuals contain a description and the goal of the activity, the size of the group and or subgroups that can be accommodated, the time required to do and process the activity, the materials and handouts required, the physical setting, step-by-step directions for facilitating the learning experience, and variations of the design that the educator might find useful. All of these activities are complete; handouts are provided. Users are allowed to duplicate and modify materials from the Annuals for educational and training purposes. As with all instructional materials, it helps to adapt the activities to meet the needs of your audience.

Don't forget the *Busy, Noisy, and Powerfully Effective* teaching and learning tools shared in previous columns for *Academic Leadership*. Tools such as the Traveling File, On Target, Pairs Check, and Good News allow you to design learning experiences tailored to your audience.

One of the tools that Stephen Covey uses in his workshops on *The Seven Habits of Highly Effective People* is the Teach Tool. He asks participants in his workshops to teach what they have learned to at least one other person within forty-eight hours. With this tool, Covey reminds us that the best way to learn something is to teach it.

Those of you who have participated in the Institute for Leadership Training and Development are familiar with the Individual Professional Development Plan (IPDP). Use tools like the IPDP in your training and development initiatives. Ask participants, during your workshop, to summarize their learning, design job applications of key concepts, and follow through with an opportunity for participants to share their learning and its application sometime after the initial educational experience. Many times, follow up training or a site visit will allow participants to share the application of their learning. Remember too, that technology can provide meaningful follow up. Ask participants to join and contribute to a listserv where follow up applications, job challenges, questions, and answers are discussed. Electronic chat rooms, bulletin boards, e-mail, audio, and teleconferencing also provide access to follow up conversations.

Use these tips and tools and remember — nothing is as contagious as energy and excitement for learning. Show yours! Enjoy yourself and learn with your partners in the teaching and learning process!

Resources

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DEVELOPING SKILLS FOR THE NEW ECONOMY

KENNETH J. ROBSON

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Less than half the workforce in the industrial world will be holding conventional full-time jobs in organizations by the beginning of the 21st century. Those full-timers or insiders will be the new minority.

— C. Handy, *The Age of Unreason*

In a recent book on the "new economy" Nuala Beck (1995) begins with a question that is vitally important to both parents and educators: What do we tell the kids? She concludes that we urgently need to cut through the fear, the platitudes, and the misinformation about the economy and level with them: Let's tell the kids the truth. They need to know that our society is in the midst of a period of profound transition but that this need not be cataclysmic; that we have accumulated massive debts and deficits but that these can be managed prudently; that we have developed social programs and priorities which have not kept pace with our changing needs but which can be adapted; and that specific occupations and the very nature of jobs are being transformed but that there will continue to be work and likely in abundance. In short, while there are reasons to be concerned and cautious about an uncertain future, there are many reasons to be hopeful.

One of the critically important roles as educational leaders is to provide students with the skills and attitudes necessary for them to succeed in the new economy. The world they will enter will be far less predictable and patterned than that of their parents, and they will need to acquire skills of the entrepreneur. In the words of one commentator, we are undergoing a paradigm shift from the organization man to Me, Inc. (1).

Success in the new paradigm requires a reorientation of traditional values, attitudes, and behaviors:

CONTEMPORARY	TRADITIONAL
Stand Out	Fit In
Self-Reliant	Organizationally-Dependent
Self-Disciplined	Loyal, Obedient
Versatile	Specialized
Innovative	Predictable
Anticipatory	Responsive
Value Added	Value Assumed
Quality	Quantity
Outcomes Oriented	Inputs Oriented

Increasingly, those who wish to succeed in the new economy will have to be far more autonomous, creative, energetic, and enterprising than the majority of their predecessors. They will not so much take jobs as make work. They will not only meet perceived needs but create needs perhaps only dimly apprehended by clients.

The most successful of the workers in the new economy will not only have mastered a body of knowledge but will have learned how to learn so that they can continuously replenish their warehouse of skills and experiences. As one enterprising young knowledge worker puts it: "I need this job to equip me with the skills I need to get my next job."

However, while there will be fewer traditional jobs in the new economy and less security in jobs generally, we need not suggest to our students that they face the harsh dilemma of choosing only between two polar opposites. In fact, they are much more likely to have a range of options available to them.

CONTINUUM OF WORK ALTERNATIVES

Many will still choose the relatively low risk and high security of the remaining predictable and stable jobs, even though they may trade off greater independence, personal satisfaction, and potentially higher remuneration in the process. Some others will choose more moderate risk, personal satisfaction, and possibly higher remuneration at the expense of greater stability and security. An ever increasing group will choose relatively high risk, independence, and personal satisfaction at the expense of any organizational safety net. Not everyone is equipped equally for these levels but it is important that students understand what possibilities are available and what skills and abilities are required to succeed at the different levels.

Institutions are preparing their students to enter the new economy by making a variety of learning opportunities available to them. While an inventory of even the most creative of these approaches would more than fill this space, a brief sample suggests something of the wealth of ideas being tried in our institutions:

- Entire programs in entrepreneurship have been developed for business students. One such program includes a work term where students actually start their own businesses. Entrepreneurship courses have been developed for non-business majors. An ambitious example of such an approach has been undertaken at ITESM, Mexico's large, private, technological university where every student is required to take the course for graduation.
- Entrepreneurship modules have been developed as self-study, value-added components of the regular curriculum at some institutions. Workshops on entrepreneurship have been developed as part of student orientations, career and placement services, honors seminars, and student conferences. Some are voluntary, while others are required of students.
- Employ-Ability Portfolios have found their way into many academic programs and services. The Portfolio is a powerful tool for planning, diagnosis, assessment, demonstration, and even remembering.
- Myriad assignments and other learning activities which develop skills in independent thinking and problem-solving, creativity, and applied knowledge are woven throughout many courses. An inventory of the most effective of these would be a welcome addition to the literature on teaching and learning.

The future is uncertain and the way ahead is unclear, yet with patience, determination and, especially, education we can chart a course to our destination.

NOTES — (1) The expression Me, Inc. was used in the title of June B. Wilson's presentation to a group at Curry College, Milton, MA. It captures the essence of the new entrepreneurial spirit.

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REDUCE COSTS & INCREASE FUNDS

MICHAEL A. DOCKERY
& ALAN T. SEAGREN

The financial stress that most post-secondary institutions are now experiencing is expected to increase over the next 10 years. Predictions are that the demand for higher education by the traditional college age student will increase by 20% over the next decade, in some states by nearly 40%.

In the past, we met this demand by expanding, and we financed the expansion by raising tuition — many times at a ratio above that of inflation, and at a rate greater than public funding increases. No institution can behave in this manner and survive. Many have closed or merged; many more have dramatically reduced staff and faculty to control expenses.

Cutting faculty and closing colleges will not meet the increased demand of the next decade. Thus, we must adopt strategies of looking within (intra-) the institution to save money, and outside (entre-) the institution to generate money.

INTRAPRENEURIAL

While an institution must look to itself to economize, it must realize that the "intra" means not only within the institution but also within the community. Everyone within the institution must be involved—faculty, administration, staff, students, and the governing board. As they look at ways to reduce costs, they must develop a cooperative and collaborative culture.

EXAMPLES OF QUESTIONS TO ASK...?

- Does that report need to be generated?
- What are the costs involved in generating the report?
- How many signatures are needed on the requisition or a travel authorization?
- How often do the classrooms have to be maintained and cleaned?
- Do we really need all the phones now that we have other means of technology and ways of communicating?
- How can technology and information technology reduce costs and increase services?
- How can personnel costs be reduced? (Lay-offs, early retirements, partial retirements, use of part-time faculty, and staff cross-training.)
- How can operational costs be reduced?
- What operations can be outsourced? (Privatization)

The real issue is to identify strategies that can save dollars without reducing the quality and level of service.

ENTREPRENEURIAL

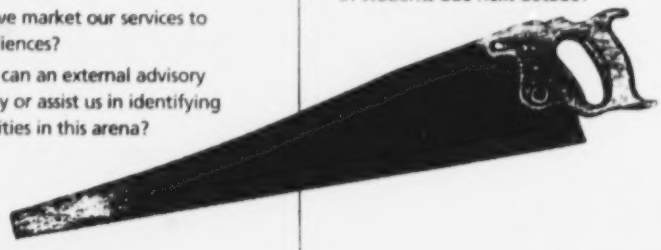
The second and equally important opportunity is to explore ways to increase resources or to bring in new dollars to the institution without increasing the cost to the institution. This means looking for opportunities to build partnerships, to offer new services that will generate resources, and to identify resources available within the institution which would respond to the need of organizations, individuals, groups of clients or customers for services.

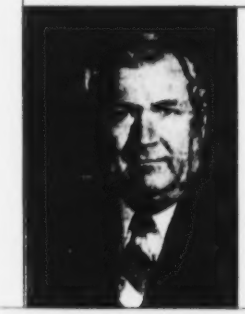
EXAMPLES OF QUESTIONS TO ASK...?

- What expertise exists within the organization that is needed by others for which we could charge a fee?
- How can we share the cost of infrastructure between or among organizations or institutions?
- What linkages or partnerships can we establish with other institutions of higher education for services in the area of student affairs, housing, library, administration, etc?
- How can we use technology to increase our market share?
- How can we market our services to other audiences?
- What role can an external advisory group play or assist us in identifying opportunities in this arena?

Here again we believe strongly that staff, faculty, administration, and students all need to be involved in this process. Dollars saved or generated from the above exercises are available to improve the quality of ongoing programs or permit the development of new programs, and certainly to meet the demands of a changing environment.

Change is the issue. Nearly every industry all over the world has been going through a process of downsizing/right-sizing or change. Institutions of higher education are probably next. It is no longer business as usual — new and different internal strategies need to be implemented and expanded external relationships established. We suggest that you control your own destiny and explore every possible opportunity to increase and improve effectiveness and efficiency within the organization (the intra-). Explore and develop partnerships with external organization to generate new dollars for the institutions (the entre-). We suggest specific targets need to be set for achieving savings and securing additional resources. Activities need to be monitored in terms of how much was saved, how many new partnerships were developed, and what these partnerships have contributed to institutional quality. So the real issue is: "Will your institution change so that it will be in business to provide educational access and opportunities to the increasing number of students due next decade?"





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Intra- and Entrepreneurship in Education

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The students at the table in our school cafeteria looked slightly out of place, even for an institution that is getting about as diverse as you can get. Five men, two women, all skirting middle age from one side or the other, and all very professionally dressed. The suits just didn't blend with the T-shirts and jeans worn around the rest of the place. These folks looked like they should be in our private dining room for some meeting. But they had other markings, like lots of notebooks, that spelled "student." I stopped by their table for a chat.

These "new students" were here for a three day short course in Community Education. What made it interesting was how their course so completely inverted the "traditional" CE stereotype of people taking courses to learn a little something about a subject, and then enrolling in "real" college courses if they wanted to go further in their study. Around this table of seven there were three Ph.D.s and two masters, and each of the students had roughly twenty years of industry experience. They were serious about education, protective of their time, and certainly experienced enough to differentiate between quality educational offerings and those that are lacking.

These "students" were all geophysicists from the oil exploration industry, and were on our campus to learn new computer skills they simply could not get anywhere else. You see, their industry is very much in transition, and the difference in getting a job, or keeping a job, is often the competency in using very sophisticated computer modeling programs in the elusive search for oil. Realizing this, principal technology companies in the industry joined together with the college a few years ago to create a state-of-the-art training facility on "neutral turf." This partnership enabled training to be provided at a fraction of the cost of competitive vendor-provided classes.

I would suggest that the success of this particular program tells us a lot about the community college's edge in succeeding in an increasingly competitive, congested, and confusing market of education and training providers. A look at our most successful programs indicates that people come to us for some fairly unique reasons. As in the case of the geophysicists, we are a "neutral ground" where the product is education, not an environment where training is often thinly veiled sales support for a product. Many of the students turning to us in areas where there are direct competitors do so because of their trust and previous experience with community colleges: it's where they think to turn first. Finally, because we operate on a different financial model, the college can provide programs at lower cost, and can also afford to provide specialized programs that are not generally "profitable."

These factors make it easy to talk to both customers and potential business partners. In our situation in Houston, we are fortunate to be developing partnerships with a number of businesses and industries that are seeking to outsource their training and development needs, and are often eager to provide and support highly specialized equipment and systems to get the job done. They rely on the college to do what it has always done best: provide effective, quality, customized course delivery.

In addition to having these many competitive advantages as we increasingly look on our institutions as "businesses," our strongest asset is still the intangible culture of being where you go for education. One of the well-dressed gentlemen sitting around the cafeteria table said it well, "It's really good to be back on a campus."

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